

**THE IMPLEMENTATION OF SHADOWING TECHNIQUE TO
IMPROVE STUDENTS' SPEAKING PERFORMANCE**

*PENERAPAN TEKNIK MEMBAYANGI DALAM MENINGKATKAN
KEMAMPUAN BERBICARA SISWA*

HAMZAR



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**THE IMPLEMENTATION OF SHADOWING TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING PERFORMANCE**

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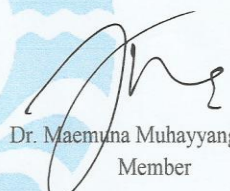
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Hamzar

SURAT PERNYATAAN KEORISINILAN THESIS

Saya, Hamzar,

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menyatakan bahwa thesis yang berjudul The Implementation of Shadowing Technique to Improve Students' Speaking Performance merupakan karya asli. Seluruh ide yang ada dalam thesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu tidak ada bagian dari thesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

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ABSTRACT

HAMZAR. *The Implementation of Shadowing Technique to Improve Students' Speaking Performance* (supervised by Muhammad Amin Rasyid and Maemuna Muhayyang).

This research aimed at finding out the implementation of shadowing technique to improve students' speaking performance in terms of accuracy, fluency and comprehensibility of the students of PIA Monginsidi Makassar in academic year 2013/2014. In detail, this research aimed to identify (1) whether the implementation of shadowing technique improves students' speaking performance, and (2) whether the implementation of shadowing technique motivates the students to speak English or not.

This research employed a quasi experimental design. The sample consisted of 20 students. There were 10 students in power speaking one as the experimental group and 10 students in power speaking one as the control group. The research data were collected by using three kinds of instrument: speaking test for the students' speaking performance, and motivation scale and interview for the measurement of the students' motivation. The data on the students' speaking performance dealing with the three criteria in assessing speaking test namely accuracy, fluency and comprehensibility were analyzed by using descriptive and inferential statistics in terms of SPSS 17.00, and the data on the students' motivation were analyzed by using Likert scale while data from interviews were analyzed descriptively.

The results of the research indicated that (1) the implementation of shadowing technique improved the students' speaking performance in terms of accuracy, fluency and comprehensibility, and (2) the implementation of shadowing technique motivated the students to speak English. The improvement of the students' speaking performance proved by the mean score of the students' pre-test to post-test in the experimental group using shadowing technique was 58.32 to 79.42 and the mean score of the students' pre-test to post-test in the control group using teacher-based technique was 58.88 to 64.99. It means that there was higher improvement in the experimental group than the control group if it was compared with the result score in pre-test and post-test both of the groups ($79.42 > 64.99$). The students' motivation was proved by the mean score 84.70 and it was classified as high motivation. It was concluded that the implementation of shadowing technique was effective to be implemented in improving the students' speaking performance, and shadowing technique motivated the students to speak English.

ABSTRAK

HAMZAR. *Penerapan Teknik membayangi untuk meningkatkan prestasi berbicara siswa* (dibimbing oleh by Muhammad Amin Rasyid and Maemuna Muhayyang).

Penelitian ini bertujuan menemukan penerapan teknik membayangi untuk meningkatkan prestasi berbicara siswa berkenaan dengan keakuratan, kelancaran dan pemahaman siswa PIA Monginsidi Makassar tahun ajaran 2013/2014. Secara detail, penelitian ini bertujuan untuk mengidentifikasi (1) apakah penerapan teknik membayangi meningkatkan prestasi berbicara siswa, dan (2) apakah penerapan teknik membayangi memotivasi siswa untuk berbicara bahasa Inggris atau tidak.

Penelitian ini menggunakan metode eksperimen. Sampel terdiri dari 20 siswa. Ada 10 siswa di kelas *power speaking one* sebagai kelas eksperimen dan 10 siswa di kelas *power speaking one* sebagai kelas kontrol. Data penelitian dikumpulkan dengan menggunakan tiga jenis instrumen: tes berbicara atas prestasi berbicara siswa, dan skala motivasi dan wawancara atas pengukuran motivasi siswa. Data pada prestasi berbicara siswa berkenaan dengan tiga kriteria dalam menilai tes berbicara yaitu keakuratan, kelancaran dan pemahaman dianalisa dengan menggunakan statistik deskriptif dan inferensial berkenaan dengan SPSS 17.00, dan data pada motivasi siswa dianalisa dengan menggunakan skala Likert sementara data dari wawancara dianalisa secara deskriptif.

Hasil penelitian menunjukkan bahwa (1) penerapan teknik membayangi meningkatkan prestasi berbicara siswa berkenaan dengan keakuratan, kelancaran dan pemahaman, dan (2) penerapan teknik membayangi memotivasi siswa berbicara bahasa Inggris. Peningkatan prestasi berbicara siswa dibuktikan oleh nilai rata-rata tes awal ke tes akhir siswa di kelas eksperimen menggunakan teknik membayangi 58.32 ke 79.42 dan nilai rata-rata tes awal ke tes akhir siswa di kelas kontrol menggunakan teknik berdasarkan guru 58.88 ke 64.99. Itu berarti ada peningkatan yang lebih tinggi di kelas eksperimen dari pada kelas kontrol jika dibandingkan dengan nilai hasil tes awal dan tes akhir kedua kelas tersebut ($79.42 > 64.99$). Motivasi siswa dibuktikan oleh skor rata-rata 84.70 dan itu digolongkan sebagai motivasi tinggi. Disimpulkan bahwa penerapan teknik membayangi efektif diterapkan dalam meningkatkan prestasi berbicara siswa, dan teknik membayangi memotivasi siswa berbicara bahasa Inggris.

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CHAPTER I

INTRODUCTION

A. Background

English has four skills namely listening, speaking, reading and writing but speaking is the most important skill of other skills that the learners should emphasize to be learned. There are numerous reasons why speaking should be emphasized. Firstly, speaking is used for communication in social interaction. It can be seen when foreigners come to Indonesia. They always use English as a media to communicate with Indonesian people although their mother tongue is not English. Secondly, speaking becomes requirement and it is always tested for getting scholarship. When students take TOEFL IBT or IELTS, speaking test is included and when they face an interview, they are interviewed by speaking English. Thirdly, speaking is also required as a prerequisite and it is tested in interview session when the applicants apply for job in companies or institutions. Some companies or institutions require them to speak English actively.

In mastering speaking, some students learn speaking skill at schools and some of them decide to take additional lessons by taking an English course. The researcher observed that there are some reasons why the students want to join an English course. Firstly, the teachers at schools do not succeed to make them speak English fluently. The teachers are influenced by curriculum that requires them to teach based on it.

However, the curriculum does not focus on speaking and cannot assist the students to speak English after finishing their study at school. Secondly, English course guarantees them to speak English because the teachers and the curriculum focus on speaking. Those facilitate them to speak English all the time in the classroom. Thirdly, learning English at school takes long time but learning English at English course just needs short time. Learning English at school needs many years but learning English at English course just needs several months. Fourthly, some students are workers and it is impossible to study at school. As a result, they join an English course and they think that an English course can foster them to speak English for short time.

Teaching speaking at schools and teaching speaking at English courses are highly different. At schools reading, listening and grammar are emphasized but speaking is not really emphasized. It can be seen when the students encounter national examination, reading and listening are tested to them. However, at English courses listening and speaking are strongly emphasized. It can be proved when the teachers teach speaking in the classroom, they speak English all the time in order to stimulate the students to speak English and to train their listening comprehension.

Some students experience problems in learning speaking skill. They learn language for a long time but they cannot communicate with other people and they have low motivation to foster their language. It is due to the lack of ability of the teacher to teach speaking skill in the classroom. The success of students to speak English is influenced by the teachers. The teachers are the determiners who determine

the students to succeed to speak English. If the teachers do not have teaching skill, the students will be bored to join their class. In addition, the teachers are determiners of students' learning motivation. The teachers should become motivators. The teachers should have teaching skill, they should master and apply an appropriate approach, method or technique, and they should provide some motivating activities and novelties that can encourage the students to speak English. Moreover, they should motivate the students by giving them advice to be diligent in studying English and to master speaking. Motivation is the main factor that can create the successful teaching and learning process. The students will obtain good speaking performance if they have high motivation to study.

Broadly speaking, motivation is needed in all aspects of human's life. Motivation is very crucial because it affects people's behavior to pursue and to attain their expectation and motivation functions to encourage someone in doing activity. People can do something what they wish for if they have motivation. However, people cannot do something what they want if they do not have motivation. In particular situation, motivation is needed in education field. It can decide whether education goal succeeds or not. Motivation is the most important that must be had both teachers and students in teaching and learning process.

The researcher had taught at PIA Bawakareang Makassar for three months starting from June 2012 until August 2012. He taught one class in *Basic Communication One (PC 1)*, one class in *Step Communication 3 (Step 3)*, one class in *Step Communication 4 (Step 4)*, and one class in *Inter English Conversation*

(*Level 2*). The researcher observed during his teaching that the students' speaking performance was very low. When he taught speaking in the classroom, he asked the students to speak English but most of them could not speak English fluently and they used code-switching and code-mixing when they spoke to the teachers and their friends. In addition, the researcher observed that the students lacked motivation because they used to get absent and they were lazy to come. It was caused by some teachers who could not provide a good teaching activity that can engage the students in developing their speaking performance immediately and can motivate the students to speak English. After doing observation, the researcher had tried to find technique that can foster the students' speaking performance and their motivation, and he finally found thesis information on the internet from researchers who had conducted researches dealing with shadowing technique in the classroom interaction.

PIA is an English course in Makassar. Based on the information from its brochure, PIA stands for "Philippines-Indonesia-America". It has four branches namely PIA Bawakaraeng, PIA Sungai Saddang, PIA Monginsidi and PIA Sungguminasa. There are three program levels at PIA namely English for children, English for teenagers and English for adults. **English for children** consists of 6 levels namely basic communication 1 until basic communication 6. **English for teenagers** consists of 6 levels namely step communication 1 until step communication 6. It is added two levels before entering English for adult in **preparatory practical**. They are communication 1 and communication 2. **English for adult** consists of 7 levels of class namely beginner class, basic English conversation, inter English conversation,

English conversation fluency, young-adult's courses 1, young-adult's courses 2 and young-adult's courses 3. And then it is added three levels in **power speaking** namely power speaking 1, power speaking 2 and power speaking 3.

Based on problems dealing with low speaking performance and lack of motivation of the students of PIA Bawakaraeng Makassar, the researcher tried to carry out a research with the title” *The Implementation of Shadowing Technique to Improve Students’ Speaking Performance*”. However, the researcher tried to conduct his research at PIA Monginsidi Makassar because its students had the same problems as the students of PIA Bawakaraeng Makassar based on the interview result of the teachers of PIA Monginsidi Makassar. The researcher wanted to prove whether shadowing technique could improve the students’ speaking performance and whether shadowing technique motivated the students to speak English. He decided to conduct this research at PIA Monginsidi Makassar because the researcher thought that he should find technique to nurture the students’ speaking performance and their motivation. From the long contemplation, the researcher decided to provide shadowing technique to foster the student’s speaking performance and to motivate them.

Based on the result studies dealing with shadowing technique and some opinions from Ware and Doung on the discussion of steps of shadowing technique in chapter II supported by some videos, the researcher concluded that shadowing technique had some advantages based on its steps. Firstly, it improved the students’ listening comprehension in order to train their ears to listen to the native speakers

speak. Secondly, it trained the students' mouth and tongue to shadow or to pronounce the words correctly on script of shadowing material like the native speaker on video, CD or MP3. Thirdly, it enriched the students' vocabularies in order to expand their vocabularies when they express their ideas. Fourthly, it gave chance to the students' to retell the content of shadowing material after doing shadowing technique. Fifthly, it gave more chance to the students to do discussion or debate after doing shadowing technique. Based on the advantages of shadowing technique in its steps, shadowing technique was assumed to improve the students' speaking performance dealing with accuracy, fluency and comprehensibility. It also motivated the students to speak English nearly like the native speakers on video, CD or MP3. Moreover, it created language exposure. If the students could not create language exposure and they could not speak English with the native speakers to improve their speaking performance, they could improve their speaking performance by doing shadowing technique in the classroom or at home without spending much money to go outside.

B. Problem Statements of the Research

Based on the issues in the backgrounds, the main concerns of this research are the speaking performance of the students of PIA Monginsidi Makassar was low and they lacked motivation. Regarding these problems, the researcher tried to find whether shadowing technique could improve their speaking performance and motivated them to speak English or not.

This research had two research questions which are formulated as follows:

- (1). Does the implementation of shadowing technique improve the speaking performance of the students of PIA Monginsidi Makassar?
- (2). Does the implementation of shadowing technique motivate the students to speak English?

C. Objectives of the Research

Based on the problem statements above, this research had two main objectives. The objectives of this research are formulated as follows:

- (1). to find out whether the implementation of shadowing technique improves the students' speaking performance or not, and;
- (2). to find out whether the implementation of shadowing technique motivates the students to speak English or not.

D. Significance of the Research

The result of this study was expected to have theoretical and practical contribution. The significance of the research was useful as below:

- (1) to be useful and helpful information for the teachers of PIA to improve the speaking performance and to motivate the students of all branches of PIA to speak English by using shadowing technique.

- (2) to be useful and helpful information for all teachers, lecturers and researchers in teaching speaking in order to improve the students' speaking performance and to motivate them to speak English by using shadowing technique.
- (3). to be useful and helpful information for the teachers of all branches of PIA for curriculum and syllabus development.
- (4). to be useful and helpful information for the students of PIA and other students to improve their speaking performance at home without a teacher by using shadowing technique.

E. Scope of the Research

The scope of this research covered three aspects namely discipline, content, and activity. Based on discipline, this study was under the study of applied linguistics dealing with teaching speaking and psycholinguistics in terms of motivation. Based on content, this research emphasized on the implementation of shadowing technique in improving the students' speaking performance and motivating them to speak English in terms of accuracy, fluency and comprehensibility covering report text, descriptive text or news item text with the topics "*Mother's day, Beer, April fools, Thanks giving, False advertising and The history of internet*". The topics were informative or debatable. Moreover, based on activity, the researcher implemented and investigated shadowing technique in teaching and learning process in the classroom to the students of PIA Monginsidi Makassar in 2013-2014 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature reviews which deal with previous related studies, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Related Studies

The researcher found some researchers who conducted researches in terms of shadowing technique, motivation and speaking performance after he had read some Asian EFL journals from the internet. The related studies to shadowing technique, motivation, and speaking performance are presented as follows:

1. Related studies to shadowing technique

- a. Hamada (2012:8) who conducted a research with the title “*An Effective Way to Improve Listening Skills through Shadowing*” found in his study that learners’ listening comprehension skills improved more when combining different difficulties of learning materials alternately.

The research above used quantitative method that used one experimental group and one control group. Both experimental group and control group used shadowing technique to improve the listening comprehension. The control group used the same level of materials and the experimental group used a different level of difficulties alternately from TOEIC test new official book (2008) for pre-post test and TOEIC test new

official book (2009) for treatment. Both the research above and this research used quantitative method. The research above found that the learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improved the students' speaking performance.

- b. Tamai's research in Yonezawa & Ware (2008: 1256) showed that shadowing produced positive effects over a three-month period, especially for middle and lower-level students. Higher level students showed less improvement, probably because of their familiarity with the language (p. 44-45). His research showed that shadowing improved listening ability; however shadowing skills were not equal to listening abilities (p. 36).

Both the research above and this research used quantitative method. The research above focused on improving the students' listening ability by implementing shadowing technique. However, this research focused on improving the students' speaking performance and motivating them to speak English.

- c. Ware at al. (2012:122-123) who conducted a research with the title "*Investigating Extensive Listening Using Graded Reader CDs*" found that from the students' written comments and interviews, listening to GR-CDs and doing shadowing had the potential to improve the students' English. These activities enabled the students to become more aware of different aspects of their English skills. The positive results from these activities can be achieved

by using them in class. (1) Some reading, listening, and shadowing should be done during class. (2) Beneficial reading and shadowing need the instructor's guidance and care.

Ware's study included qualitative research but this study emphasized quantitative research. The research above concerned about shadowing technique but its main focus was on extensive listening. However, this research implemented shadowing technique with the main focus on speaking performance and motivation. The data of research above were collected from listening test and interview but this research data were collected from speaking test, motivation scale and interview.

- d. Nakanishi & Ueda (2011:12) conducted a research with the title "*Extensive Reading and the Effect of Shadowing*". Their second research question asked whether or not shadowing could enhance the effects of extensive reading. When compared with the ER class, the ER-and-shadowing class showed more gains on post-test scores, indicating that shadowing seemed to enhance the effects of extensive reading.

Both the research above and this research only used quantitative method. The research above used two experimental groups and two control groups. Whereas, this research only used one experimental group and one control group. The research above focused on the implementation of shadowing technique on reading but this research focused on the implementation of shadowing technique on speaking performance.

Based on the research findings, the researcher concluded that no one who conducted a research relating to shadowing technique in improving the students' speaking performance and motivating them but all of the researchers only conducted researches in improving the listening comprehension skill and reading skill. In addition, shadowing technique can improve the students' listening comprehension and their reading ability. The results of those studies give inspiration to the teachers to use shadowing technique in teaching listening and reading in order to enhance the students' achievement. The researcher assumed that shadowing technique can be applied to teach speaking. Regarding that assumption, the researcher proved it by conducting this research dealing with the effectiveness of shadowing technique in teaching speaking.

2. Related studies to speaking performance

- a. Bashir (2011:48) conducted a research at secondary level with the title "*Factor Affecting Students' English Speaking Skills*". The result of study was found that more than half of the teachers used English as a medium of instruction. Students also reported the same. Both teachers and students were using interactive technique for teaching-learning process. Teachers as well as students had the view that English was better medium of instruction than Urdu. Teachers were also using mother language during instruction. Teachers and students were promoting questioning and answering in English. Teachers were using helping material for their effective teaching.

The research above used qualitative method that implemented descriptive research collecting data from questionnaire. The research above only had one method dealing with descriptive research. Thus, this research had difference with the research above. That research did not use quantitative method but this research used quantitative method dealing with quasi-experimental design.

- b. Gan (2012: 43) conducted a research with the title “ *Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong*”. The result of study above found that insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class apparently contributed to a range of problems that closely related to the sociocultural, institutional and interpersonal contexts in which individual ESL students found themselves.

The research above used qualitative research that applied semi-structured interview. However, this research used quantitative research dealing quasi-experimental design that applied opened-ended interview.

- c. Sou (2005:49) conducted a research with the title “*Improving Speaking Skills through Instruction in Oral Classroom Participation*”. The result of the study based on the differences (post-test-pre-test) for each variable between group indicated that the students in the experimental group on average significantly

increased scores in motivation ($t(61) = -2.62, p = .01$) and SPEAK ($t(61) = -6.11, p = .00$) than students in the control group. However, the increase in difference among groups in oral classroom participation was not significant ($t(61) = -1.72, p = .09$). These results suggested that PI helped to raise students' learning motivation and SPEAK scores.

The research above and this research used quantitative research both of them had experimental group and control group. Both the research above and this research had the difference in terms of data collecting. The research above used quantitative data that were collected through questionnaires, tests, and observation, and the quantitative data that were gathered through passive participant observation, survey responses, and an interview with the EFL teacher. Whereas, in this research the quantitative data were collected from pre-test, post-test, motivation scale and interview.

- d. Noom-ura (2010:173) conducted a research with the title *"Teaching Listening-Speaking Skills to Thai Students with Low English Proficiency"*. The findings showed that: (1) the students' scores, readiness, interests and confidence in learning and using English were significantly increased; (2) some students rated as 0 or 0+ speakers became Level 1+ and Level 2 performers; (3) from classroom observation, the students showed good rapport among themselves and with the teachers; (4) the students reflected on their changes cognitively, affectively and behaviorally, and; (5) the students were

satisfied with the course as a whole. The research also analyzed the factors for success and it gave some recommendations for an EFL situation.

The data of the research above was collected from the pre-post test, pre-post questionnaires, classroom observation, students' self reflection, and course evaluation. However, in this research the researcher collected the data from pre-post test, motivation scale and interview.

3. Related studies to motivation

- a. Hsu (2006: 188) conducted a research with the title "*The Impact of Perceived Teachers' Nonverbal Immediacy on Students' Motivation for Learning English*". The results of the Pearson correlation indicated that teachers' nonverbal immediacy behaviors were correlated positively and significantly with students' motivation for learning English. In addition, multiple regression analyses revealed that five nonverbal behaviors were significant predictors to students' motivation for learning English. Findings of this study suggested that students' motivation for learning English was likely enhanced when the teacher utilized the following behaviors: smile, gesture, a relaxed body position, a variety of vocal expression, and a monotone voice while teaching.

Hsu's research used qualitative method that was distributed questionnaires to the participants. However, this research focused on quantitative method. This research used quantitative method to improve

students' speaking performance and to motivate them to speak English by using shadowing technique.

- b. Gupta & Woldemariam (2011: 34) conducted a research with the title "*The Influence of Motivation and Attitude on Writing Strategy Use of Undergraduate EFL Students: Quantitative and Qualitative Perspectives*". The obtained results indicated that undergraduate students with strong motivation demonstrated high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently. That is, highly motivated students that were found to use more writing strategies than less motivated ones. Moreover, the students who frequently practiced writing, exerted adequate effort, scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing. This motive had been found to be one of the main driving forces in developing writing skills of learners in the EFL context.

The research above used quantitative method in terms of proficiency test to assess the students' writing skills and to measure the students' motivation by giving them questionnaire. In addition, the research above used interviews as supporting data. However, this research used quantitative

research by giving the students pre-test, treatment, post-test, motivation scale and interview.

- c. Vivian Wu & Natalie Wu (2010: 211) conducted a research with the title “*Creating an Authentic EFL Learning Environment to Enhance Students’ Motivation to Study English*”. This empirical study, using quantitative methodology, explored the perceptions of students at a Taiwanese technical university concerning its EFL learning environment in three aspects: the physical environment, instructional arrangements, and social interaction. The study also examined the relationship between the learning context and students’ motivation. Quantitative data revealed that the EFL environment in the three aspects was considered by students to be an obstacle to their learning, and that students’ motivation positively correlated with the learning environment. The research concluded with recommendations by the researchers for improving practice.

Both the research above and this research used quantitative research. The research above used quantitative method to measure students’ motivation. Pre-experimental research design was utilized and only one intact group participated in the study. In addition, group was administered a pre-test prior to the treatment (learner training program). Following the treatment, a post-test was conducted again to find out whether the treatment caused any significant differences in participants’ motivational level in learning English.

In addition, interviews were conducted with a group of participants in order to collect qualitative data.

- d. Balkir and Topkaya (2009: 1) conducted a research with the title “*Exploring the Effects of Learner Training on Motivation*”. The results of quantitative findings revealed that there was not a significant difference in learners’ overall motivation after the treatment. However, the analysis of qualitative findings from the interview indicated that a reasonable level of increase in learners’ motivation occurred. Furthermore, learners’ metacognition turned out to be developed. Finally, no notable differences between intrinsic and extrinsic motivation, and between female and male students’ motivation were detected. This study concluded that learner training activities had resulted in a moderate increase in learners’ motivational level and had enhanced metacognition. In the light of these findings, this study drew attention to the importance of learner training in foreign language learning and pointed to some methodological and pedagogical implications. Finally, it offered some suggestions for further research.

The study above used quantitative method dealing the effect of learner training on motivation. The research above was pre-experimental study design. Whereas, this research used quantitative method in terms of quasi-experimental design to improve speaking performance of the students and to motivate them to speak English.

B. Some Pertinent Ideas

In this part, the researcher provided some pertinent ideas dealing with shadowing, speaking, and motivation. These pertinent ideas are explained one by one as follows:

1. Shadowing

a. Definition of shadowing

The teachers should find some resources on the internet dealing with shadowing technique because it is still a very new term in teaching English as foreign language. The researcher has not found the writer who writes a book that discusses shadowing technique specifically. He has just found articles, journals and videos on the internet relating to shadowing technique. Shadowing has been defined by some people and every person has a different definition. Yonezawa & Ware (2008: 1256) state that shadowing is reproducing phrases right after listening to a chunk of meaningful English without looking at the text. Thus, the listener follows the speaker on the CD like a shadow or an echo. Kadota & Tamai (2004) in Nakanishi & Ueda (2011:4) state that shadowing is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible without looking at a text. Lambert (1992) in Hamada (2012:4) defines shadowing as a paced, parrot-style auditory tracking task, conducted with headphones. Rather than a passive activity, however, shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while

simultaneously listening (Tamai, 1997). This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners' brains, especially the language centers (Kadota, 2007). According to Shiki et al., (2010), shadowing is the on-line immediate process of repeating speech while repeating is an off-line task because it provides learners with silent pauses to reproduce the sounds. Luster (2005) states that "shadowing", which means repeating what a speaker says, may be well known as an exercise for simultaneous interpreting, but this technique is also an excellent way of teaching English. The term comes from "shadow" which means shade. We call it shadowing because, just as your shadow does everything that you do when you move, the shadowing voice says everything that the original voice says. Shadowing sometimes goes by other names, such as *shadow talking*, *shadow speaking*, *mimicking*, *tracking* *echoing*. He also states that there are several meanings about shadowing as follows:

- 1) Shadowing is not listening and repeating.
- 2) **Shadowing is not listening while you are reading.**
- 3) **Shadowing is not memorizing and then shadowing.**
- 4) **Shadowing is not mumbling sounds.**
- 5) **Shadowing is saying what you hear as soon as you hear it.**
- 6) **Shadowing is listening without reading and repeating it immediately.**
- 7) **Shadowing is saying what you hear without knowing it before.**
- 8) **Shadowing is trying to make clear speaking sounds.**

From some definitions given by some experts except Luster, the researcher concluded that shadowing is listening and repeating directly what the speaker is saying on video, CD or MP3 by looking at or without looking at the material script. The learners can simply listen and repeat directly what the native speaker is saying on video, CD or MP3 without looking at the script if they can follow the native speaker easily. However, if they feel difficult and they want to know the writing of words, phrases or sentences, they may look at the script. Shadowing can be done by turning on the video, CD or MP3 and the listeners try to do shadowing by looking at the script or without looking at the script. It can be repeated several times or more than it if the learners are not fluent on it. The learners can also pause the video, CD or MP3 in every word, phrase and sentence if it is too fast. The learners should find English books or English articles that have video, CD or MP3 from English native speakers. Shadowing the native speaker is strongly recommended by the researcher. The learners can do shadowing technique by themselves at home or the teachers can implement shadowing technique in the classroom in teaching speaking.

b. Types of shadowing

Shadowing has been categorized into some types. According to Murphey in Adachi (1997) there are varieties of shadowing. For example “*lecture shadowing*” is when listeners shadow a speaker silently in their mind when hearing a lecture. In “*reading shadowing*”, one person reads a passage when his/her partner shadows. “*conversational shadowing*” is conversation where listeners shadow each other out

loud. “*complete/listening shadowing*” indicates shadowing every word a speaker utters. Finally, “*interactive shadowing*” includes selected information and adds questions or comments, like a natural conversation. Except for *lecture shadowing*, shadowing can be either silent or aloud. The biggest advantage in shadowing is students’ involvement in the activity.

According to the unknown writer (2010), there are many ways to shadow. They are:

1) Full shadowing.

Say everything listeners hear. Use this in English class, not in “the real world.

2) Slash shadowing.

This is like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. It is easier than full shadowing.

3) “Key word/last word” shadowing

Say the most important words. Say the last words. Use this often! It shows the listeners are listening.

4) “About you” shadowing.

Say what listeners hear. Change “I” to “you.”

This is usually for English class.

The listeners have to think about the sentence to do this.

In terms of the classification of shadowing above given by unknown writer, the researcher took a conclusion that the types of shadowing dealing with the speed are full shadowing and slash shadowing. Full shadowing is the listener listens and

repeats directly what the speaker says without pause but slash shadowing is the listener listens and repeats directly what the speaker says with pause. However, based on using script, shadowing can be classified as direct shadowing and indirect shadowing. Direct shadowing is the listener listens and repeats directly what the speaker says without looking at the script and indirect shadowing is the listener listens and repeats what the speaker says by looking at the script.

c. Effectiveness of shadowing

There are some opinions about the effectiveness of shadowing technique. Hamada (2012:4) states that the effectiveness of shadowing on improving listening comprehension skills has been examined in classroom research. Furthermore, learners appear to improve prosody, gain more concentration, and become used to natural speed as well (Takizawa, 2002). Thus, learners are able to receive a variety of benefits and listening improvements from shadowing.

Luster (2005) states that there are several ways of shadowing that help our English. First, shadowing gives you lots of speaking practice. Second, shadowing gives you lots of excellent listening practice. Third, shadowing gives you lots of practice with the sounds, melody, stress patterns and overall rhythm of English. Fourth, shadowing improves your speaking speed. Fifth, shadowing helps to improve your vocabulary. Sixth, shadowing helps to improve your grammar. Seventh, and finally, shadowing helps you improve your usage of discourse and pragmatics.

Regarding the explanations above, the researcher concluded that shadowing is very effective to build up linguistic competence in terms of grammar, vocabulary and

pronunciation. In addition, shadowing can foster language performance dealing with listening, speaking and reading.

d. Steps to build shadowing skills

To build shadowing skills, it has some steps that should be applied. Ware (2012) states that there are some steps to building shadowing skill. During the first class using the graded readers, students should read their selected book for a few minutes in class to verify that it is both interesting and a good level. They should then finish reading the book without using a dictionary as homework. Teachers should stress that students should understand 95% of the words, otherwise they should choose a lower level book. During class the next day, and every day thereafter, the following steps should be used.

Step 1. Students should read and listen to what they had previously read for about 7 minutes.

Step 2. Ideally, students should listen to the book a second time without reading.

However, because of time constraints, we skipped this step during class.

Step 3. Students should listen again (while their books are closed) and shadow (say) what they hear for about 6 minutes.

Step 4. Students should then engage in interactive activities related to their graded readers.

Alternately, the teacher could divide step 3 above into two parts. The first, the teacher has students shadow while reading (books open). The second, the students shadow without reading (books closed). This could help weaker students become

more comfortable with shadowing and give more time for students to connect what they see with what they are hearing. However, shadowing without reading requires more intense listening and should not be omitted.

Doung (2010:716) states that in shadowing exercise, learners repeat what they have heard such as speech and news at the same pace. The purpose of the training is to cultivate learners' split of attention and the skill of speaking while listening. It is better to do this training in mother tongue at first, and then other languages. At the beginning stage, learners can repeat immediately after they hear something; little by little, they should delay and then repeat. When training, they should listen, speak and think at the same time. Even after repeating for 10 minutes, they can still retell the main idea. Thus, after 2 or 3 months, they can step into next stage.

The researcher concluded that steps to build shadowing skills are categorized into three steps. Firstly, the learners do shadowing technique by looking at the script. Secondly, the learners do shadowing technique without looking at the script. Thirdly, the learners can find some new vocabularies from the script and they can retell the main idea.

In addition, based on the steps of shadowing technique proposed by Ware and Doung above, the researcher constructed his own steps of shadowing technique that almost closely related to above steps. He also provided the steps of teacher-based technique currently used at PIA. But, the steps of teacher-based technique that the researcher provided here are not permanent to be used in every meeting. The teachers can create different technique every meeting during teaching speaking at PIA. The

main ways to teach speaking in PIA are by telling the students story or giving them leading questions in the beginning of class. Moreover, in running the class, the teachers explain the material in the text book or they give another activity based on their own creativity. In the end of class, the teachers sometimes give the students a game. Teacher-based technique is a technique which is designed by the teachers to explain material in the textbook or a technique that is used by the teachers based on his creativity to teach the students without using the students' course book. The teachers are free to create their own creativity to give interesting activity in the classroom in every course as long as their technique follows or closely relates the guide line of the steps of teacher-based technique that was given in teaching training in the following table but the teachers may not follow it as long as their own technique can encourage the students to speak English. However, shadowing technique is listening and repeating immediately what the speaker is saying on video, CD or MP3 by looking at or without looking at the material script. The differences of both techniques can be seen in the following table:

Table 2.1 The Differences between Steps of Teacher-based Technique and Shadowing Technique

The Steps of Teacher-Based Technique	The Steps of Shadowing Technique
Beginning the class	Beginning the class
Based on the teacher training during the researcher joined the training	1) The researcher tells a story, an experience, or an opinion as

<p>as a new teacher at PIA. The trainer, the director trained him the way to teach at PIA. The keys of teaching at PIA were presented as follows:</p> <p>1. Cues</p> <p>Before the teacher and the students come to material, the teacher gives the students some questions relating to the material that the students will learn or the teacher tells a story.</p>	<p>introductory teaching or the researcher gives the students some questions relating to the script of shadowing material that will be learned by the students. In addition, the researcher may provide leading questions to the students and then he asks the students to stand up and to speak to their partner if there is remain time left;</p>
<p>Running the class</p>	<p>Running the class</p>
<p>2) Reinforcement</p> <p>The teacher teaches the students about the material in the textbook. The teacher can use the students' textbook to whole levels but especially for power speaking class, the teacher may not use the textbook. In power speaking class, most of the teachers do not use the students' textbook. They just teach the students based on their</p>	<p>2) The researcher gives the students the copy of material script. The students will be given one or two different topics in every meeting;</p> <p>3) The students are given instructions and motivation regarding shadowing technique. The researcher motivates the students to speak English fluently nearly like native speakers on the video, CD or MP3 after doing</p>

<p>own technique. The teachers are free to choose the materials or the techniques as long as those can encourage and involve all students to speak English actively.</p> <p>3) Feed Back or Correctives</p> <p>The teacher gives feed back to the students' exercise but the teacher is not allowed to correct the students' speaking by saying "You are wrong".</p> <p>4) Participation of the students</p> <p>The teacher ensures all the students to be more active to speak. The teacher should give chance to all students to speak. In addition, the teacher should create enjoyable and motivating activity that can involve all the students to speak. The teacher may group the students or he can instruct the students to speak to their partner.</p>	<p>shadowing technique;</p> <p>4) The researcher turns on the laptop and the speaker. After that he turns on the video, CD or MP3 of the script of shadowing material;</p> <p>5) The students are instructed to listen and repeat directly what the speaker is saying. It will be repeated in three times. The first turn, the whole students listen and repeat directly what speaker is saying by looking the script. The second turn, the whole students listen and repeat directly again what the speaker is saying by looking at the script. If the researcher thinks that the remain time is limited he can omit the second turn of shadowing technique. After that, the researcher asks the students to read, understand and find 5-10 new words whole passages in every meeting. The third turn, the students</p>
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	<p>are asked to shadow one by one by looking at or without looking at the script. Each student is instructed to shadow one paragraph for one student. In every turn, the students can pause in every phrase or sentence if the speaker speaks too fast;</p> <p>6) Every student is asked to speak in 2-3 minutes about the content of the given material and their opinion on it. The researcher can give additional questions to the students or the researcher can give discussion or debate related to the shadowing material if there is remain time left, and;</p>
Closing the class	Closing the class
<p>In the last section of teaching process, most of the teachers give the students a game relating to the material given to the students before.</p>	<p>7) At the end of class, the researcher motivates the students to do shadowing technique at home without a teacher. The researcher motivates the students to speak English fluently nearly like</p>

	<p>native speakers on video, CD or MP3 after doing shadowing technique. Moreover, the researcher can give the students data regarding material script of shadowing technique with video, CD or MP3 or web site dealing with shadowing material so that they can practice shadowing technique at home.</p>
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2. Speaking

a . Definition of speaking

Before the researcher discusses more about speaking, it is better to see some definitions of speaking from some experts and every expert has different definition given. Thornbury (2006) states that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is not only about producing words and sentences; it is a process that involves receiving messages, processing them, and producing appropriate responses, -Facilitator guide. Cole at al. (2007: 12) state that speaking is essentially a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997) in Florez (1999:1). Whitaker (1998: 48) states that

speaking is explained as follows: (1) excitation in the visual word center; (2) arouses, through the visual auditory commissure; (3) the auditory word center, which in turn incites, and; (4) the glossokinesthetic center via a pathway (later, this path was to be called the arcuate fasciculus)". Marson in Brown (2006:92) states that speaking is encoding, and listening is subsequent decoding". Kuiper in Brown (2006: 3414) states that as for speech, it is to be distinguished from language in the sense that speaking is a variety of linguistic performance, what humans do with language, not language itself, which is a knowledge system". Seuren in Brown (2006:1604) states that speaking is an expression of thought". Nemo in Fischer (2006: 376) states that surprisingly, quite a lot, if we assume with both Argumentation in Language Theory (ALT) and Relevance Theory (RT) that speaking is basically a matter of attracting the hearer's attention to something and asking him or her to take it into account, which is what ALT calls argumentative orientation and what RT calls ostensive-inferential communication". Krashen's view in Gass & Selinker (2008:309), speaking is a result of acquisition and not its cause. Speech cannot be taught directly but "emerges" on its own as a result of building competence via comprehensible input". Fetzer, et al. (2007: 11) argue that speaking is a matter of attracting somebody's attention to something and asking her/him to take it into account in a particular way". Coupland (2007: 9-10) states that speaking is the basic modality of language, where linguistic meaning potential is realized and where social meanings of different sorts are creatively implemented". Cornbleet & Carter (2001:18) state that we can attempt a closer definition by saying that speaking is combining sounds in a recognized and

systematic way, according to language-specific principles, to form meaningful utterances”. Canfield (2005: 9) states that the major idea that guides research in this area is that speaking is intentional behavior and governed by rules”.

From some definitions, the researcher concluded that speaking is a process of producing sounds dealing with words, phrases and sentences by the speaker to the hearer.

b. Components of speaking

Speaking skill has some components that must be known by the teachers to assess the speaking skill. Heaton (1988: 100) classifies components of speaking into three parts. They are accuracy, fluency, and comprehensibility. The highest rating scale of accuracy is pronunciation and it is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors. The highest rating scale of fluency is speaking without too great an effort with fairly wide range of expression. Searches for words occasionally but one or two unnatural pauses. Moreover, the highest rating scale of comprehensibility is easy for the listener to understand the speaker’s intention and general meaning. Very few interruptions or clarifications required.

Thornbury (2006:7-8) states that in order to give at least the illusion of fluency and to compensate for the intentional demands involved in speech production, speakers use a number of ‘tricks’-or **production strategies**. One of them is the ability to disguise pauses by filling them. The most common **pause fillers** are *uh* and *um* (also spelt *er* and *erm*, respectively). Some **vagueness** expressions like

sort of and *I mean* are also used to fill pauses. Another common device for gaining formulation time is the use of **repeats**-that is the repetition of a single word at the point where formulation has been temporarily paused. In this short extract, the speaker uses both fillers and repeats (the dot indicates a short pause): well what's the. what's the failure with the football I mean this. this I don't really see I mean it. cos the money. How much does it cost to get in down the road now?

The features of fluency can now be summarized:

- 1) Pauses may be long but not frequent.
- 2) Pauses are usually filled.
- 3) Pauses occur at meaningful transition points.
- 4) There are long runs of syllables and words between pauses.

Brown (2007:323-324) states that how we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the “stream” of speech to “flow”; then, as some of this speech spills over beyond comprehensibility, the “riverbanks” of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

Cohen (2011: 63) gives five principles for building fluency which can be seen in the following table:

Table 2.2. Five Principles for Building Fluency

Principle	Technique
Read easy material	<i>Simplified texts (basal readers, trade books, graded readers)</i>
Repeated reading	<i>Reread texts; use oral, choral and paired reading; timed and CD-assisted reading</i>
Strategy-based study	<i>Teach metacognitive strategies and suprasegmentals</i>
Phrases first	<i>Encourage chunking</i>
Teacher as a the source	<i>Set aside class time to read aloud, be a model “reader”</i>

Regarding the explanations, the researcher concluded that the components of speaking are accuracy, fluency and comprehensibility. Accuracy is the correct of elements of phonology, grammar, pronunciation and vocabulary. Fluency is speaking without hesitation and pause. Comprehensibility is a process where the speaking of the speaker can be understood by the hearer.

c. Types of speaking

The hearer should understand about the types of speaking used by the speaker. Speaking is classified into some types based on the setting and situation. According to Tillit and Bruder (1993: 7), all language people use when speaking formally are different from those used informal. In English someone attends to use formal speech with stranger and people of higher status, and informal speech with family, friends and colleagues. And they add that formal and informal speeches are differentiated in two basic ways: style and content, formal speech is characterized by embedding and a tendency toward more complete sentences as opposed to fragment. Informal speech is characterized stylistically by omission, elisions, reductions and sometime, a faster speaking rate.

Brown (2007:329-330) states that there are two types of oral language that should be explained. The two types of spoken are described as follows:

1) Monologue

In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and hearers must process long stretches of speech without interruption.

2) Dialogue

Dialogue involves two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportion of factual information.

From the explanations, the researcher concluded that speaking can be classified into two types namely formal speaking and informal speaking. Formal speaking is conversation that is usually used in formal setting or formal situation but informal speaking is conversation that is usually used in informal setting and informal situation.

d. The elements of speaking

In general, speaking has two elements. The elements of speaking are given by Harmer. Harmer (2003: 269) states that the skill to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

The elements necessary for spoken production, are the following:

- a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face - to - face interaction).
- c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying.

2) Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skill that talking necessitates.

a) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allows others to do so.

c) Information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

Based on the explanation, the researcher took a conclusion that the element of speaking is classified as language features and social processing. Language features consists of connected speech, expressive devices, lexis and grammar and negotiation, and social processing consists of language processing, interacting with others and information processing.

e. Principles of teaching speaking

There are some principles that must be known by the teachers before teaching speaking. There are some principles of teaching speaking given by some writers. Westwood et al. (1979: 57) state that the principles of oral language should be based on:

- 1) Create an enjoyable, entertaining social learning situation which gives pleasure to the students. Teacher personality is a vital factor;
- 2) Keep the small group, not more than five or six students;
- 3) Arrange for frequent, intensive sessions in two or three short sessions daily;
- 4) Ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communicating ability;
- 5) Have clearly defined, short term goals for each session: teaching a certain adjective, adverb, or conjunction: 'and' and 'but';
- 6) Use material such as practices and games to hold attention as the basis for language simulation;
- 7) Observe the slow learner and give some degree of repetition in teaching if necessary;
- 8) Use pleasure and praise as reinforcers.

Regarding the explanations given, the researcher concluded that the principles of teaching speaking is creating the class more enjoyable and giving various activity that can stimulate the students to speak English.

f. Teaching speaking

Teaching speaking is very challenging. Before teaching in the classroom the teachers should comprehend some theories dealing with teaching speaking. Thornbury (2006:37-39) states that there have been at least three theories of language learning that are relevant to the teaching of speaking: **behaviorist**, **cognitivist**, and **sociocultural** theory, and we shall briefly review each in turn. All three theories have elements in common, especially when these are translated into classroom procedures. The following table attempts to display the relation between different elements of each model:

Table 2.3 The Differences between Behaviorist Theory, Cognitivist Theory and Sociocultural Theory

Behaviorist theory	Cognitivist theory	Sociocultural theory
Presentation, modeling	Awareness-raising	Other-regulation
Practice	Proceduralization, Restructuring	Appropriation
Production	Automaticity, autonomy	Self-regulation

Dealing with the explanation, the researcher concluded that teaching speaking covers three theories namely behaviorist theory, cognitive theory and sociocultural theory. The teacher can use all the theories or they can choose one of them during teaching speaking. For more understanding of the three theories, the readers can read Scott Thornbury's book with the title " *How to Teach Speaking* " on page 37-39.

g. Criteria for speaking task

There are some criteria for speaking task that must be considered by the teachers before giving tasks to the students in teaching speaking. Thornbury (2006:90) states that in order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the following conditions need to be met:

- 1) Productivity
- 2) Purposefulness
- 3) Interactivity
- 4) Challenge
- 5) Safety
- 6) Authenticity

Pollard (2008:33) states that there are key elements to remember when planning and setting up speaking activities. They are presented in the following:

- 1) Language used
- 2) Preparation
- 3) What are the students speaking?

Ur (1996:120) gives some characteristics of a successful speaking activity that the teachers should comprehend before teaching speaking. Those are classified as follows:

- 1) Learners talk a lot.
- 2) Participation is even.

- 3) Motivation is high.
- 4) Language is of an acceptable level.

Brown (1994) lists six possible task categories. Those categories are presented in the following:

- 1) Imitative- drills in which the learner simply repeats a phrase or structure (e.g., “Excuse me.” Or “Can you help me?”) for clarity and accuracy;
- 2) Intensive- drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;
- 3) Responsive- short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;
- 4) Transactional- dialogues conducted for the purpose of information exchange, such as information gathering interviews, role plays, or debates;
- 5) Interpersonal- dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays, and;
- 6) Extensive- extended monologues such as short speeches, oral reports, or oral summaries.

From the criteria of speaking task, the researcher concluded that the most important thing is preparation before teaching. The teachers prepare all the material. During teaching the creativity and productivity are very important. The teachers should be creative to create various activities in the classroom and they should create productivity to stimulate the students to speak a lot. Moreover, the teacher should

motivate the students during teaching and learning process. If the students are motivated they will be diligent to study in the classroom and at home.

h. Types of speaking activities

The teachers sometimes lose ideas about activities that must be given to the students in the classroom. The most important thing in teaching speaking is creativity of the teachers to prepare speaking activities that can encourage the students to study English. Brown (2007:333) gives some sample tasks that illustrate teaching various aspects of conversation, as well as an oral grammar practice technique as follows:

- 1) Conversation-indirect (strategy consciousness-rising)
- 2) Conversation-direct (gambits)
- 3) Conversation-transactional (ordering from a catalog)
- 4) Meaningful oral grammar practice (modal auxiliary would)
- 5) Individual practice: Oral dialogue journals
- 6) Other interactive techniques (interviews, guessing games, jigsaw task, ranking exercises, discussions, value clarification, problem-solving activities, role plays and simulations)

Harmer (2007:124-131) gives some speaking activities. They are divided in the following:

- 1) Photographic competition (upper intermediate to advanced)
- 2) Role-play (Intermediate to upper intermediate)
- 3) The portrait interview (almost any level)
- 4) Discussion

- 5) Information-gap activities
- 6) Telling stories
- 7) Favorite objects
- 8) Meeting and greeting
- 9) Surveys
- 10) Famous people
- 11) Student presentation
- 12) Balloon debate
- 13) Moral dilemmas

Pollard (2008:34-36) gives some types of speaking activities and those are presented in the following:

- 1) Information gap
- 2) Discussions: reaching a consensus
- 3) Discussion: moral dilemma
- 4) Discussions involving opinions
- 5) Debates
- 6) Spontaneous conversations
- 7) Role play

Focho (2010: 146) gives some useful activities for teaching speaking (*integrate global curriculum as in above*) as follows:

- 1) Question and answer sessions
- 2) Students make oral sentences

- 3) Picture reading/interpretation
- 4) Dialogues/role play
- 5) Debates
- 6) News presentation
- 7) Interviews
- 8) Exposés
- 9) Speeches
- 10) Storytelling
- 11) Match commentaries
- 12) Description of incidents, things, people, places
- 13) Counting
- 14) Naming of objects, people, places
- 15) Introducing self and others
- 16) Verbal summary of a text, poem, song or discussion
- 17) Reading aloud/poetry recitations

Richards and Rodgers (1986:22) state that activity types in methods thus include the primary categories of learning and teaching activity and the method advocates, such as dialogue, responding to commands, group problem solving, information-exchange activities, improvisations, question and answer, or drills.

Ur (1996:125-131) gives some activities in teaching speaking from his own experience. Those activities are presented as follows:

- 1) Describing pictures

- 2) Picture differences
- 3) Things in common
- 4) Shopping list
- 5) Solving problem
- 6) Interaction talk
- 7) Long turns

Some activities that help students to practice speaking in long turns are:

- a) telling stories (well-known tales or personal anecdotes)
- b) telling jokes
- c) describing a person or place in detail
- d) recounting the plot of a film, play or book
- e) giving a short lecture or talk
- f) arguing a case for or against a proposal
- 8) Varied situations, feelings, and relationships

Cox (1999:184) states that important strategies for teaching listening and talking include asking open and aesthetic questions and prompts; problem-solving and brainstorming techniques; use of clustering and webbing; instructional conversation (ICs) ; and cooperative learning. In addition these strategies, teachers can use a four-step model that includes experiencing, sharing, discussing, and reporting. Activities to use across the curriculum include reading aloud, directed listening, thinking activity (DLTA), storytelling, puppetry, listening and media center activities, and interviews and oral histories.

Murcia (2001: 106) gives some ways to develop speaking performance or oral skill in the classroom. Speaking activities can be implemented as follows:

- 1) Discussion
- 2) Speeches
- 3) Role play
- 4) Conversation

Dobson (1987) says that there are some effective techniques for teaching speaking that can be applied in classroom such as:

- 1) Dialogues
- 2) Small-group discussion
- 3) Song
- 4) Games

In addition, Kayi (2006:254) states that there are some activities to promote speaking. Those are presented as follows:

- 1) Discussion
- 2) Role play
- 3) Simulation
- 4) Information gap
- 5) Brainstorming
- 6) Storytelling
- 7) Interviews

Based on the explanations, the researcher concluded that the teachers can apply all types of speaking activity above. Those can stimulate the students to be more active and motivated. The teachers can choose one speaking activity for one meeting or even more than one to engage the students to speak a lot or the teachers can choose the best and the most suitable activity for their students.

h. Problems with speaking activity

During speaking, the speakers sometimes face some problems. Ur (1996:120) gives some problems with speaking activity that he has come across in his teaching as follows:

- 1) Inhibition
- 2) Noting to say
- 3) Low or uneven participation
- 4) Mother-tongue use

Brown (2007:326-327) states that bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

- 1) Clustering
- 2) Redundancy
- 3) Reduced form
- 4) Performance variables
- 5) Colloquial language
- 6) Rate of delivery

7) Stress, rhythm, and intonation

8) Interaction

Based on the explanation, the researcher assumed that the main problem in speaking is anxiety. In addition, the students are lack of self confidence and motivation. As a result, they have nothing to say and they have low participation or even they lose motivation and idea.

i. Types of spoken test

If the teachers want to test their students' speaking performance, they can choose the best spoken test. There are some spoken tests. Thornbury (2006:125-126) states that the most commonly used spoken test types are these:

- 1) Interviews
- 2) Live monologues
- 3) Recorded monologues
- 4) Role plays
- 5) Collaborative task and discussion

Harmer (2007:171) states that we can interview students, or we can put them in pairs and ask them to perform a number of tasks. These might include having them discuss the similarities and differences between two pictures (see information-gap activity on page 129); they might discuss how to furnish a room, or talk about any other topic we select for them. We can ask them to role-play certain situations (see page 125), such as buying a ticket or asking for information in a shop, or we might ask them to talk about a picture we show them.

Brown (2007:351-352) states that I prefer you to my textbook on language assessment (Brown, 2004), in which I have provided a chapter on assessing speaking.

He gives some item types and tasks for assessing speaking as follows:

1) Imitative speaking tasks

- Minimal pair repetition
- Word/phrase repetition
- Sentence repetition

2) Intensive speaking tasks

- Directed response (*tell me he went home. Tell him to come to see me.*)
- Read-aloud (*for either pronunciation or fluency*)
- Oral sentence completion (*yesterday, I_____.*)
- Oral cloze procedure (*yesterday, I_____to the grocery store.*)
- Dialogue completion (*T: May I help you? S:_____.*)
- Directed response (*what did you do last weekend?*)
- Pictured-cued elicitation of a grammatical item (e.g., comparatives)
- Translation (into the L2) of a word, phrase, or sentence or two)

3) Responsive speaking tasks

- Picture-cued elicitation of response or description
- Map-cued elicitation of directions (*how do I get to the post office*)
- Question and answer-open ended (*how do you like this weather?*)
- Question elicitation (*ask me about my hobbies and interests.*)

- Elicitation of instructions (what's the recipe for lasagna?)
- Paraphrasing (of a short narrative or phone message)

4) Interactive speaking tasks

- Oral interview
- Role plays
- Discussions and conversations
- Games

5) Extensive speaking tasks

- Oral presentation (in academic or professional contexts)
- Picture-cued (extensive) storytelling
- Retelling a story or news event
- Translation (into the L2) of an extended text (short story, news article)

Regarding the explanations, the researcher concluded that the teachers can use any types of spoken test above. The teachers can choose the most suitable to their students. In addition, they can choose one spoken test or they can use more than one. Those spoken test can be classified as monologue test and dialogue test. Monologue test is any kinds of test that gives the speaker to speak for any length of time without interruption but dialogue test involves two speakers in questioning and answering during speaking with interruption each other for any short time or length of time.

3. Motivation

a. Definition of motivation

Motivation becomes a very crucial thing that can stimulate the students to study before, during and after teaching and learning process. Some definitions are given by some writers. Donald in Djamarah (2008: 148) states that motivation is energy change within the person characterized by affective arousal and anticipatory goal reactions. Djamarah (2008:152) states that motivation is indication of psychology which forms encouragement appeared from self of somebody through consciousness or unconsciousness to do activity with certain purpose. Purwanto (1992: 71) states that motivation is “instigation”; the activity which is realized to stimulate someone’s behavior in order that his/her heart is moved to do something so she/he attains result or certain purpose. Duncan in Purwanto (1992: 72) states that in management concept, motivation means every effort which is realized to stimulate someone’s behavior in order that someone increases his/her ability maximally to attain organization’s purpose. According to Vroom in Purwanto (1992: 72) motivation shapes the process stimulating individual choices to various forms of activity which is intended to. Hoy and Miskel in book *Educational Administration* (1982: 137) state that motivation can be defined as power which is complexities, encouragements, needs, and tension states, or other mechanisms, which starts and keeps activities, and which are wished into attainment of personal purposes. Uno (2008: 9) states that motivation is encouragement which appears because there is stimulus from inside or outside so someone wants to change his/her certain behavior

better than before. Lubis (2008: 18) states that motivation is the combination from some factors that causes, channels, and defends behavior.

From some definitions given above, the researcher concluded that motivation is the internal and external power of human being that stimulates to do something.

b. Kinds of motivation

The teacher should understand the kinds of motivation so that they can better understand in evaluating students' motivation. Djamara (2008:149/151) states that there are two kinds of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation is motive which becomes active or its function does not need to be stimulated from outside because every individual has encouragement to do something, and extrinsic motivation is motive which becomes active and functional because there is stimulus from outside.

From the classification given above, the researcher concluded that motivation is divided into two kinds namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is power or motive that comes from inside of human being that stimulates to do something and extrinsic motivation is power or motive that comes from outside of human being that stimulates to do something.

c. Factors affecting motivation

Uno (2008: 31) states that the natures of motivation are an internal drive and external drive of the students who are studying to establish the change of behavior generally with several indicators namely: (1) there are desire and willingness of success; (2) there are drive and need to study; (3) there are hope and goal in the

future; (4) there is reinforcement in studying; (5) there is an interesting activity in studying, and; (6) there is conducive study environment so that it can enable the students to study well.

Zhao (2012:108) in his research finding that there are two types of factors that influence students to learn English namely internal factors and external factors. Internal factors are influenced by goals setting, expectancy, anxiety, self-confidence, and self-efficacy. However, external factors are influenced by teachers, activities and materials, relevance, feedback, and classroom environment.

Elliott et al. (2000) state that there are seven factors affecting motivation. They are anxiety, curiosity and interest, locus of control, learned helplessness, self-efficacy beliefs, classroom environment, and multicultural background.

Narayanan et al. (2008: 505-506) in their research finding on some factors affecting the English learning among engineering and technology students, the results showed that the factors such as motivation, attitude, language anxiety and gender had a great impact or affecting students' English learning.

Shibuya in his research finding, internal influences changed qualitatively through social interaction with mediators such as teachers, parents, or friends within a language-learning environment inside extending well beyond school or university. External influences, meanwhile, were composed of three sub-categories associated with social, pedagogical, and environmental aspect of motivation: teachers/teaching, family members/friends, and learning environment inside and outside school/university.

Wong (2007: i) states in his research finding that statistical data found that teachers had the greatest impact on NAHK (newly arrived Hong Kong) students' motivation to learn English. This result posed important pedagogical implications and considerations to educators in Hong Kong when developing curriculum and choosing materials. Statistical results also revealed parents played the least significant role in motivating NAHK students to learn English. However, the semi-structured interviews revealed another side of the story although parents could not assist their children's English learning academically but they supported their children's English learning both spiritually and financially. Several demographic characteristics like gender, age and place of birth were found to be crucial in influencing NAHK students' English learning motivation.

Moss states that there are some factors occurring outside, such as family relationships and commitments, professional and academic demands, to name but a few. Although teachers may have little influence over external factors, there are other important aspects such as the students' attitude towards the foreign language, anxiety levels and preferred learning styles, all of which affect motivation levels and which can be influenced by classroom practices.

Abisamra states that there are many factors that affect students' motivation in learning English. According to Oxford and Shearin as cited by Abisamra identified six factors that impact motivation in language learning. They are attitudes, beliefs about self, goals, involvement, environmental support and personal attributes.

Aydin (2012: 9) in his research finding, the main result obtained from this study was that there are six main factors that cause demotivation during the EFL teaching process. They included problems relating to the (a) teaching profession, (b) curriculum, (c) working conditions, (d) students and their parents, (e) colleagues and school administrators and (f) physical conditions.

From the some explanations given, the researcher concluded that there some factors affect students' internal motivation to study English such as a goal, curiosity and interest, expectancy, anxiety, self-confidence, and self-efficacy, and factors affect students' external motivation are teachers, methods, approaches, techniques, materials, activities, relevance, feedback, and classroom environment. Those extrinsic factors can affect the students to establish their intrinsic motivation in learning English.

C. Resume

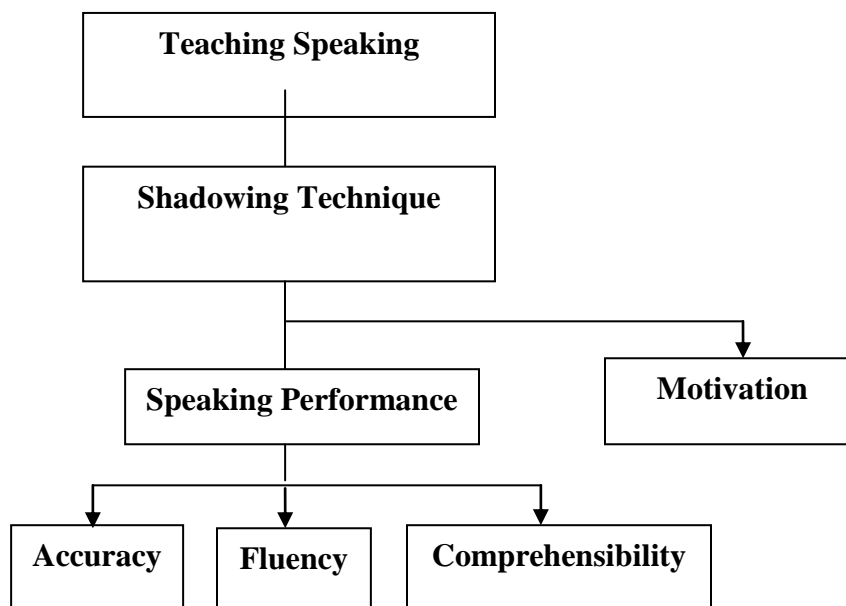
Based on some pertinent ideas, the literature reviews are summarized as in the following:

1. Shadowing is listening and repeating directly to what the speaker is saying on Video, CD or MP3 by looking at or without looking at the script.
2. Shadowing technique is an effective way to improve linguistic competence regarding grammar, vocabulary and pronunciation and linguistic performance in terms of listening and reading.

3. Shadowing technique has been implemented by some researchers to enhance students' listening comprehension and reading skill. However, no one of the researchers has found a research that contains the implementation of shadowing technique to improve the students' speaking performance and to motivate them. The researcher assumed that shadowing technique improves the students' speaking performance and it motivates the students to speak English. Hence, the researcher was willing to prove his assumption by conducting this research.
4. Speaking is a process of producing sounds dealing with words, phrases or sentences from speaker to the hearer by using the system of speaking organ in the human being.
5. Motivation is internal or external power of human being that stimulates to do something.
6. Motivation is one factor that can establish students' character and it determines whether the students succeed to master the lesson and to reach their goal.

D. Conceptual Framework

The conceptual framework that had been used in this research is formulated as below:



Based on the framework diagram, there were two main elements that the researcher obtained during teaching speaking namely the improvement of the students' speaking performance and the measurement of the students' motivation. The framework is explained as follows:

1. This research had three procedures namely pre-test, treatment, and post-test. In the treatment, he taught speaking to the students of PIA Monginsidi Makassar through shadowing technique.
2. In implementing shadowing technique, the researcher planned to improve the students' speaking performance and to motivate them to speak English.

3. Speaking performance covered accuracy, fluency, comprehensibility. The term of accuracy deals with pronunciation, grammar and vocabulary, fluency deals with the skill to speak in an easy smooth manner, comprehensibility deals with easy for listener to understand the speaker's intention.
4. In measuring the students' speaking performance, the researcher used speaking test in pre-test and post-test and he used motivation scale and interview to measure the students' motivation.

E. Hypothesis

Based on literature review and resume, the writer formulated the alternative hypothesis to be empirically tested as follows:

1. *Alternative hypothesis (H1): The implementation of shadowing technique improved the speaking performance of the students of PIA Moginsidi Makassar.*

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variables of the research, population and sample, research instrument, procedure of data collection, and technique of data analysis.

A. Research Design

This research used Quasi-experimental design in measuring the implementation of shadowing technique to improve students' speaking performance and to motivate them to speak English. This design used a treatment group and it had a nonequivalent control group design that was given pre-test, treatment, and post-test. One group was randomly assigned to the experimental group and the other group was assigned to the control group. The researcher formulated it in the following figure. The design of this research can be seen in this formula:

EG	O ₁	X ₁	O ₂
CG	O ₁	X ₂	O ₂

Note: EG = Experimental Group

CG = Control Group

O₁ = Pre-test

X₁ = Unusual Treatment (Shadowing Technique)

X₂ = Control Treatment (Teacher-Based Technique)

O₂ = Post-test

(Adapted from Gay, et al. 2006; 255)

B. Variables of the Research

This research had 2 variables namely dependent variable and independent variable. Those variables are explained as follows:

1. Dependent variables

There were two dependent variables that were implemented in this research. They were “speaking performance and motivation”. The research focused on the improvement of students’ speaking performance and the measurement of students’ motivation. The researcher wanted to find out how the students’ speaking performance and their motivation were affected by independent variable. The targeted achievement of speaking performance was 10-20 scores above pre-test.

2. Independent variable

The independent variable was “shadowing technique”. The independent variable focused on how shadowing technique affected the students’ speaking performance and their motivation. The researcher tried to find out whether shadowing technique could improve the students’ speaking performance and whether shadowing technique would motivate the students to speak English.

The independent variable in terms of shadowing technique was implemented by the researcher for 6 meetings. The researcher took one meeting for pre-test in terms of speaking test. The treatment was given in the second meeting through the seventh meeting. The post-test was given in terms of speaking test in the eighth meeting. The motivation scale and interview were directly given to the students in the

eighth meeting but the time was not enough so the students' interview was continued in the ninth meeting. The steps of shadowing technique that were implemented in this research for 6 meetings are presented in the following:

- 1) The researcher told a story, an experience, or an opinion as introductory teaching or he gave the students some questions relating to the script of shadowing material that would be learned by the students;
- 2) The researcher gave the students the copy of material script. The students were given one different topic in every meeting;
- 3) The students were given instructions and motivation regarding shadowing technique. The researcher motivated the students to speak English fluently nearly like native speakers on the video, CD or MP3 after doing shadowing technique;
- 4) The researcher turned on the laptop and the speaker. After that he turned on the video, CD or MP3 of the script of shadowing material;
- 5) The students were instructed to listen and to repeat directly what the speaker was saying on MP3. It was repeated in three times. The first turn, the whole students listened and repeated directly what speaker was saying by looking the script. The second turn, the whole students listened and repeated directly again what the speaker was saying by looking the script. If the researcher thought that the remain time was limited, he omitted the second turn of shadowing technique. After that, he asked the students to read, understand and find 5-10 new words whole passages in every meeting. The third turn, the students were

asked to shadow one by one by looking at or without looking at the script. Each student was instructed to shadow one paragraph for one student. In every turn, the students could pause in every phrase or sentence if the speaker spoke too fast;

- 6) Every student was asked to speak in 2-3 minutes about the content of the given material and their opinion on it. The researcher could give additional questions to the students or he could give discussion or debate related to the shadowing material if there was remain time left, and;
- 7) At the end of class, the researcher motivated the students to do shadowing technique at home without a teacher. He motivated the students to speak English fluently nearly like native speakers on the video, CD or MP3 after doing shadowing technique. Moreover, he could give the students data regarding material script of shadowing technique with video, CD or MP3 or web site so that they could practice shadowing technique at home.

C. Population and Sample

The number of population and sample is described as follows:

1. Population

There are 4 branches of PIA and there are many students so that the researcher focused on conducting a research in one branch namely PIA Monginsidi. The population of this research was the students of PIA Monginsidi Makassar in 2013-2014 academic year. There are 3 age levels of course starting from English for

children to elementary school students, English for teenagers to junior high school students and English for adult to senior high school students, vocational high school students and workers. However, the researcher conducted a research in adult level especially in Power Speaking Class of which the number of population was 40 students.

2. Sample

The sampling technique that was used in this research was purposive sampling. Purposive sampling was sampling technique based on certain purpose. The sample was one class in *Power Speaking One* as an experimental group and one class in *Power Speaking One* as a control group. The experimental group consisted of 10 students and the control group consisted of 10 students. The overall samples of this research were 20 students. There were some reasons why the researcher took power speaking one as a sample. Firstly, in this level the students had passed beginner class, basic English conversation, inter English conversation, English conversation fluency, young-adult's courses 1, young-adult's courses 2 and young-adult's courses 3 so they had prior speaking performance. Secondly, they just focused on studying speaking. The last, they did not study grammar anymore.

D. Research Instrument

This research used three kinds of instruments namely speaking test, motivation scale and interview. The speaking test had consisted of pre-test before the students were given treatment and there was post-test after the students had been

given treatment dealing with shadowing technique to measure the students' speaking performance. This research was followed by motivation scale in order to measure the students' motivation. It evaluated whether shadowing technique could motivate the students to speak English or not. The researcher used closed-ended motivation scale. Moreover, this research used an interview as supporting data after giving speaking test and motivation scale in order to measure whether shadowing technique motivated the students to speak English or not.

E. Procedure of Data Collection

The researcher collected the data from 5 procedures namely pre-test, treatment, post-test, motivation scale and interview. Those are described in the following procedures:

1. Pre-test

The researcher conducted pre-test for one meeting before giving treatment. The students were given an oral interview by the researcher. It ran 90 minutes. If given time was not enough, the researcher took extra time in the next meeting before treatment. The researcher gave students free topics. The researcher provided three topics but each student was free to choose one topic. Each student was given 3-5 minutes to speak English based on the topic. The students' speaking performance was recorded by using recorder. After doing recording, the researcher gave transcript and gave score dealing with accuracy, fluency and comprehensibility.

2. Treatment

The researcher taught speaking to the students by using shadowing technique. It had some steps to do shadowing technique and the steps that were implemented in the treatment can be seen in the discussion of independent variable on the previous page. The researcher conducted treatment for 6 meetings. Each meeting ran 90 minutes. Each meeting was given one topic. The topics are presented in the following:

Treatment 1: The topic was mother's day.

Treatment 2: The topic was beer.

Treatment 3: The topic was April fools.

Treatment 4: The topic was thanks giving.

Treatment 5: The topic was the history of internet.

Treatment 6: The topic was false advertising.

3. Post-test

The researcher gave post-test to the students like in pre-test given in previous page. The students were given an oral interview by the researcher. Each student was given three topics and each student was free to choose one topic. The each student was given 3-5 minutes to speak English. The speaking test was recorded. After that, the researcher gave transcript and gave score to the students' speaking performance in terms of accuracy, fluency and comprehensibility.

4. Motivation scale

The researcher distributed motivation scale that consisted of 11 positive statements and 11 negative statements to the students in terms of the students' attitudes toward the implementation of shadowing technique in motivating them to speak English. Thus, the total statements of motivation scale were 22 numbers. The researcher gave oral instructions to the students in every number to make it clearer. The students were asked to circle or to tick the most suitable option given for them.

5. Interview

The researcher interviewed the students one by one and it took one meeting after giving speaking test and motivation scale. It ran 90 minutes. The researcher interviewed all of the students by asking 11 opened-ended questions and the interview process was recorded. The result of the interview was supporting data towards data taken from motivation scale to measure whether shadowing technique motivated the students to speak English or not.

F. Technique of Data Analysis

This research analyzed the students' speaking performance and their motivation. Analyzing the students' speaking performance and their motivation is described as follows:

1. Speaking test

In analyzing speaking performance, the data taken from pre-test and post-test were analyzed by using three criteria in assessing speaking test namely accuracy, fluency and comprehensibility. It can be seen at Heaton (1988:100) as follows:

a. Accuracy

The students' scores on accuracy were classified based on the criteria in the following tables:

Table 3.1 The Score Criteria of Speaking Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very Good	5	Pronunciation is only slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but not serious phonological errors. A few grammatical and lexical errors but not only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few phonological errors. Several grammatical and lexical errors some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in a communication. Many grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Table 3.2. The Score Criteria of Speaking Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression

c. Comprehensibility

Table 3.3 The Score Criteria of Speaking Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required

Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening to the speaker
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Heaton (1988:100)

Then the obtained scores were analyzed by using some steps as follows:

1) Converting the scores

To convert the scores, the researcher used the following formula:

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$

2) Classifying the scores

To classify the score of the students, the researcher used six levels as follows:

Table 3.4. The Scoring Classification of the Students' Speaking Performance

Score		Classification
81 – 100	A	Very good
66 – 80	B	Good
56– 65	C	Average
41–55	D	Poor
\leq - 40	E	Very Poor

(Adapted from the students' report in PIA)

3) Calculating the mean score and the standard deviation

The researcher calculated the mean score and standard deviation of the students' speaking performance dealing with accuracy, fluency, and comprehensibility by using SPSS program version 17.00.

4) Calculating the t-test value

The researcher also calculated the t-test value (at the probability value 0.00 and the significant level $\alpha=0.05$) and he consulted t-table value to see the difference between pre-test and post-test in a group by using SPSS program version 17.00.

2. Motivation scale

In analyzing students' motivation, the data taken from motivation scale were analyzed by using Likert scale and then those data were analyzed in percentage to see the students' motivation after using shadowing technique in teaching speaking. In this case, the students' attitudes were categorized into positive and negative statement scores as shown in the following table:

Table 3.5. Likert Scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

Source: (Arikunto, 2006:229)

a. Scoring

The collected data were analyzed and scored on each item in accordance with the Likert scale given above.

b. Interpretation the Score

From the score percentage, the researcher interpreted the data into score criteria in five categories as in the following table:

Table 3.6. The Rating Score of the Students' Motivation

Range	Category
93-110	Very high
75-92	High
57-74	Moderate
39-56	Low
22-38	Very low

Source: (Riduwan and Akon, 2009: 150 in Ramli (2012:65))

The highest score was 110 and the lowest score was 22. 110 was taken from 22 (11 positive statements and 11 negative statements in motivation scale) times 5

(the highest point dealing with the point in strongly agree option in every number of statements). 110 minus 22 was 88. 88 was divided by 5 (the number of categories) was 17 (the deviation of every category). To see the mean score and the standard deviation of the students' motivation after teaching speaking by using shadowing technique, the researcher also used SPSS program version 17.00.

3. Interview

The researcher analyzed the students' interview results descriptively. The data from the students' interview became as supporting data towards data taken from motivation scale to measure whether shadowing technique motivated the students to speak English or not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and the discussion of findings.

A. Findings

The findings reveal the improvement of the students' speaking performance and the students' motivation to speak English at PIA Monginsidi Makassar.

1. The Students' Speaking Performance

The findings of the research reveal that shadowing technique improved the students' speaking performance in relation to accuracy, fluency and comprehensibility as shown in the following tables. The frequency score and the percentage of the students' accuracy, fluency and comprehensibility in pre-test and post-test both experimental group and control group are given in table 4.1; the converting scores and the overall score of the students' speaking performance in the experimental group are given in table 4.2; the converting scores and the overall score of the students' speaking performance in the control group are given in table 4.3; the mean score and the standard deviation of the students' accuracy, fluency and comprehensibility are given in table 4.4; the t-test result is given in table 4.5, and;

Table 4.1 shows that in pre-test the aggregate percentage of low achiever of the experimental group in terms of accuracy was 60 percent (6 students) and high achiever was only 40 percent (4 students). Meanwhile, low achiever of the control group was 50 percent (5 students) and high achiever was 50 percent (5 students). Based on aggregate percentage both the experimental group and the control group showed that low achievers were bigger than high achievers. It indicated that both of the groups still needed to be improved. Furthermore, table 4.1 shows that in post-test the students' speaking accuracy of the experimental group and control group was improving after the treatment. The aggregate percentage of students both the groups was mostly in high achiever category. The aggregate percentage of high achiever of experimental group was 90 percent (9 students) and low achiever was 10 percent (1 student). Meanwhile, the aggregate percentage of high achiever of the control group was 60 percent (6 students) and low achiever was 40 percent (4 students). The score distribution in the experimental group and the control group on accuracy in post-test showed the difference from the pre-test. After the treatment had been conducted, both of them showed the improvement but the experimental group gave higher improvement than the control group.

Table 4.1 also shows that in pre-test the aggregate percentage of low achiever of the experimental group relating to fluency was 70 percent (7 students) and high achiever was 30 percent (3 students). Meanwhile, low achiever of the control group was 60 percent (6 students) and high achiever was 40 percent (4 students). Based on aggregate percentage both experimental group and control group showed that low

achievers were bigger than high achievers. It showed that both the groups still needed to be improved. Moreover, table 4.1 shows that in post-test the students' speaking fluency both the experimental group and the control group was improving after the treatment. The aggregate percentage of students both the groups tended to spread in high achiever category. The aggregate percentage of high achiever of the experimental group was 80 percent (8 students) and low achiever was only 20 percent (2 students). Meanwhile, high achiever of the control was 60 percent (6 students) and low achiever was 40 percent (4 students). The score distribution for the experimental group and the control group on fluency in the post-test indicated the difference from the pre-test. After the treatment had been conducted, both of them indicated that there was the improvement but the experimental group gave higher improvement than control group.

Table 4.1 also shows that in pre-test the aggregate percentage of low achiever of the experimental group dealing with comprehensibility was 10 percent (1 student) and high achiever was 90 percent (9 students). Meanwhile, low achiever of the control group was 30 percent (3 students) and high achiever was 70 percent (7 students). Based on aggregate percentage both the experimental group and the control group indicated that high achievers were bigger than low achievers but most of them still needed to be improved to be very good category. In addition, table 4.1 shows that in post-test the students' speaking comprehensibility both the experimental group and the control group was improving after the treatment. The aggregate percentage of the students both of the groups generally tended to spread in high achiever category. The

aggregate percentage of high achiever of the experimental group was 100 percent (10 students) and low achiever was nothing. Meanwhile, high achiever of the control group was 70 percent (7 students) and low achiever was 30 percent (3 students). The score distribution in the experimental group and the control group relating to comprehensibility in post-test showed the difference from the pre-test. After the treatment had been conducted, both of them showed the improvement but the experimental group gave higher improvement than control group.

Table 4. 2 The Converting Scores and the Overall Score of the Students' Speaking Performance in the Experimental Group

No	Pre-test			Post-test			Pre-test		Post-test	
	Acc.	Flu.	Com.	Acc.	Flu.	Com.	Mean	Class.	Mean	Class.
1	50.00	50.00	66.66	66.66	83.33	100	55.33	Poor	83.33	Very good
2	50.00	50.00	66.66	66.66	83.33	100	55.33	Poor	83.33	Very good
3	50.00	33.33	50.00	66.66	50.00	83.33	44.33	Poor	66.66	Average
4	66.66	66.66	66.66	83.33	83.33	83.33	66.00	Good	83.33	Good
5	50.00	50.00	66.66	66.66	66.66	83.33	55.33	Poor	72.21	Good
6	66.66	66.66	83.33	83.33	100	100	71.66	Good	94.44	Very good
7	66.66	66.66	83.33	83.33	100	100	71.66	Good	94.44	Very good
8	50.00	50.00	66.66	66.66	83.00	100	55.33	Poor	83.22	Very good
9	66.66	50.00	66.66	66.66	50.00	83.33	60.66	Average	66.3	Good
10	33.33	33.33	66.66	50.00	66.66	83.33	44.00	Poor	66.3	Good

Table 4.2 shows that in the students' pre-test of the experimental group 3 students reached good classification, 1 student attained average classification, and 6 students obtained poor classification. In the students' post-test of the experimental

group 5 students reached very good classification, 4 students attained good classification, and 1 student obtained average classification.

Table 4. 3 The Converting Scores and the Overall Score of the Students' Speaking Performance in the Control Group

No	Pre-test			Post-test			Pre-test		Post-test	
	Acc.	Flu.	Com.	Acc.	Flu.	Com.	Mean	Class.	Mean	Class.
1	66.66	66.66	66.66	66.66	66.66	83.33	66.00	Good	72.21	Good
2	83.33	66.66	83.33	83.33	83.33	100	77.33	Good	88.88	Very good
3	50.00	33.33	50.00	50.00	50.00	50.00	44.33	Poor	50.00	Poor
4	50.00	33.33	50.00	50.00	50.00	50.00	44.33	Poor	50.00	Poor
5	66.66	50.00	83.33	66.66	66.66	83.33	66.33	Good	72.21	Good
6	66.66	50.00	66.66	66.66	66.66	66.66	55.33	Poor	66.66	Good
7	66.66	66.66	66.66	66.66	50.00	66.66	66.00	Good	61.10	Average
8	33.33	16.66	50.00	50.00	33.33	50.00	33.00	Very Poor	44.44	Poor
9	66.66	83.33	83.33	66.66	83.33	100	77.33	Good	83.33	Very Good
10	50.00	50.00	66.66	50.00	66.66	66.66	55.33	Poor	61.10	Average

Table 4.3 shows that in the students' pre-test of the control group 5 students gained good classification, 4 students attained poor classification, and 1 student obtained very poor classification. In the students' post-test of the control group 2 students gained very good classification, 3 students reached good classification, 2 students attained average classification, and 3 students obtained poor classification.

Table 4.4 The Mean Score and the Standard Deviation of the Students' Pre-test and Post-test both Experimental Group (Exp.Group) and Control Group (Con.Group) in regard to Accuracy, Fluency and Comprehensibility

	N	Accuracy			Fluency			Comprehensibility		
		Mean	Std. deviation	Std. Error of mean	Mean	Std. deviation	Std. Error of mean	Mean	Std. deviation	Std. Error of mean
Exp. Group										
Pre-test	10	54.99	11.24	3.55	51.66	12.29	3.88	68.32	9.46	2.99
Post-test	10	69.99	10.54	3.33	76.63	17.90	5.66	91.66	8.78	2.77
Con. Group										
Pre-test	10	58.33	14.16	4.47	51.66	19.95	6.30	66.66	13.60	4.30
Post-test	10	61.66	11.24	3.55	61.66	15.81	4.99	71.66	19.32	6.11

In table 4.4 above, the mean score and standard deviation shows the difference in pre-test and post-test to both of the groups. The table indicates that the mean score of the students' pre-test of the experimental group relating to accuracy was 54.99 and the standard deviation was 11.24 while the mean score of the control group was 58.33 and the standard deviation was 14.16. The mean score of both groups was different after the treatment. The mean score after the treatment was 69.99 for the experimental group and the standard deviation was 10.54 while the mean score of the control group was 61.66 and the standard deviation was 11.24. It can be concluded that the mean score of experimental group is higher than control group ($69.99 > 61.66$).

The table 4.4 also shows that the mean score of the students' pre-test of the experimental group relating to fluency was 51.66 and the standard deviation was 12.29 while the mean score of control group was 51.66 and the standard deviation was 19.95. The mean score of both groups was different after the treatment. The mean score after the treatment was 76.63 for the experimental group and the standard deviation was 17.90 while the mean score of the control group was 61.66 and the standard deviation was 15.81. It can be concluded that the mean score of the experimental group is higher than the control group ($76.63 > 61.66$).

The table 4.4 also shows that the mean score of the students' pre-test of the experimental group relating to comprehensibility was 68.32 and the standard deviation was 9.46 while the mean score of the control group was 66.66 and the standard deviation was 13.60. The mean score of both groups was different after the treatment. The mean score after the treatment was 91.66 for the experimental group and the standard deviation was 8.78 while the mean score of the control group was 71.66 and the standard deviation was 19.32. It can be concluded that the mean score of the experimental group is higher than the control group ($91.66 > 71.66$).

The gain score of the mean score of the students' accuracy in experimental group was 15 while the gain score of the students' accuracy in control group was 3.33. The gain score of the mean score of the students' fluency in experimental group was 24.97 while the gain score of the mean score of the students' fluency in control group was 10. The gain score of the mean score of the students' comprehensibility in experimental group was 23.34 while the gain score of the mean score of the students'

comprehensibility in control group was 5. The gain score of the students' fluency in experimental group was the highest score if it was compared with the gain score of the students' accuracy and comprehensibility in the experimental group and also the gain score of the students' fluency in the control group was the highest score if it was compared with the gain score of the students' accuracy and comprehensibility in the control group.

Table 4.5 The Probability Value of T-test of the Students' Speaking Performance in Pre-test of Experimental Group and Pre-test of Control Group and Post-test of Experimental Group and Post-test of Control Group

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test yielded by the experimental and the control group. By using inferential analysis of t-test or test of significance run by SPSS Version 17.00, the significant differences can be easier to be analyzed. The level of significance is $(\alpha) = 0.05$ and the degree of freedom $(df) = 18, N_1 + N_2 - 2$, the number of students of both groups (each 10) minus 1. The following table illustrates the t-test value result:

Variables	Probability Value	Remarks
Pre-test of experimental and control group	0.92	Not different
Post-test of experimental and control group	0.02	Significantly different

Based on the result of data analysis in table 4.5 pre-test of experimental and control group, the researcher found that the p-Value (probability value) was higher than α ($0.92 > 0.05$) and the degree of freedom was 18. The t-test value of experimental and control group in pre-test was remarked not different. Meanwhile, the p-Value of post-test from both groups was lower than α ($0.02 < 0.05$) and the degree of freedom was 18. The t-test value of both groups in post-test was remarked significantly different.

Table 4.6. Mean Difference (the gain score) between Experimental and Control Group

Groups	Pre-test	Post-test	Differences
Experimental group	58.32	79.42	21.1
Control group	58.88	64.99	6.11

The accumulation score in terms of the students' accuracy, fluency and comprehensibility in pre-test of the experimental group was 58.32 and the post-test of the experimental group was 79.42. The gain score of the students' speaking performance in the experimental group was 21.1. The accumulation score in terms of the students' accuracy, fluency and comprehensibility in pre-test of the control group was 58.88 and the post-test of the control group was 64.99. The gain score of the students' speaking performance in the control group was 6.11. The gain score of the students' speaking performance of the experimental group is higher than the control group ($21.1 > 6.11$).

2. The Students' Motivation

The findings of motivation scale and the students' interview reveal that the implementation of shadowing technique motivated the students to speak English as shown in the following tables. The percentage of the students' motivation in experimental group is given in the table 4.7, and the mean score and the standard deviation are given in the table 4.8.

Table 4.7 The Percentage of the Students' Motivation in Shadowing Technique in Experimental Group

Interval Score	Category	Motivation toward Shadowing Technique	
		F	%
93-110	Very high	3	30
75-92	High	6	60
57-74	Moderate	1	10
39-56	Low	0	0
22-38	Very Low	0	0
Total		10	100

The data of the students' interval score based on the motivation scale in the table 4.7 shows that 3 students (30 percent) felt strongly positive, 6 students (60 percent) felt positive, 1 student (10 percent) felt neutral, but none of the students felt negative and strongly negative. In the table below, the researcher presented the mean score and the standard deviation of the students' motivation in experimental group towards the implementation of shadowing technique.

Table 4.8 The Mean Score and the Standard Deviation of the Students' Motivation in Experimental Group

	Mean	Standard Deviation
The Students' Motivation	84.70	9.78

Table 4.8 shows that the mean score of the students' motivation was 84.70 which was categorized as high motivation and the standard deviation was 9.78.

The researcher also conducted an interview after giving speaking test and motivation scale as supporting data of motivation scale in order to know whether shadowing technique motivated the students to speak English or not. The sheet of interview consisted of 11 opened-ended questions. The result of the students' interview indicated that all students stated that shadowing technique motivated them to speak English during teaching speaking.

B. Discussion

The discussion presents the interpretation of the data found from the result of statistical analysis and the description of the data derived from the motivation scale and interview towards the implementation of shadowing technique.

1. The Students' Speaking Performance

The comparison of the improvement of the students' speaking performance of experimental and control group dealing with accuracy can be proved by comparing the pre-test and post-test result. The result shows that the mean score of the students'

post-test both the groups increased after the treatment. It can be seen in table 4.4 that the mean score of the students' pre-test to post-test for experimental group was 54.99 to 69.99 while the students' pre-test to post-test for control group was 58.33 to 61.66. In this case both of the groups improved after the treatment, but the result of the post-test in the experimental group was higher than the control group ($69.99 > 61.66$). The result of the post-test indicated that the implementation of shadowing technique gave significant progress toward the students' speaking accuracy.

The comparison of the improvement of the students' speaking performance of experimental and control group dealing with fluency can be proved by comparing the pre-test and post-test result. The result shows that the mean score of the students' post-test both the groups increased after the treatment. It can be seen in table 4.4 that the mean score of the students' pre-test to post-test for experimental group was 51.66 to 76.63 while the students' pre-test to post-test for control group was 51.66 to 61.66. In this case both of the groups improved after the treatment, but the result of the post-test in the experimental group was higher than the control group ($76.63 > 61.66$). The result of the post-test indicated that the implementation of shadowing technique gave significant progress toward the students' speaking fluency.

The comparison of the improvement of the students' speaking performance of experimental group and control group dealing with comprehensibility can be proved by comparing the pre-test and post-test result. The result shows that the mean score of the students' post-test both the groups increased after the treatment. It can be seen in table 4.4 that the mean score of the students' pre-test to post-test for experimental

group was 68.32 to 91.66 while the students' pre-test to post-test for control group was 66.66 to 71.66. In this case both of the groups improved after the treatment, but the result of the post-test in the experimental group was higher than the control group ($91.66 > 71.66$). The result of the post-test indicated that the implementation of shadowing technique gave significant progress toward the students' speaking comprehensibility.

Based on the data of the gain score in regard to accuracy, fluency and comprehensibility in table 4.4 the researcher concluded that shadowing technique improved the students' speaking performance in regard to accuracy, fluency and comprehensibility but he specified that shadowing technique worked best in improving the students' fluency.

Based on the result of data analysis in the table 4.5 on pre-test of experimental group and pre-test of control group, the researcher found that the probability value was higher than α ($0.92 > 0.05$) and the degree of freedom was 18. It indicates that the students' speaking performance was mostly in the same level and there was not the difference between the students' pre-test in experimental group and the students' pre-test in control group. In the other word, there was not significant difference between the students' speaking performance in pre-test of experimental group and pre-test of control group before the treatment. It indicates that the alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted. It can be concluded that the students' speaking performance both experimental group and control group was mostly in the same level.

Moreover, based on the result of data analysis in the table 4.5, post-test of experimental group and post-test of control group shows that there was significantly different. The data showed that the probability value (0.02) was lower than the level of significance at t-table (0.05) or the probability value was lower than α ($0.02 < 0.05$). It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the implementation of shadowing technique significantly improved the students' speaking performance dealing with accuracy, fluency and comprehensibility.

In addition, based on the data of the gain score of accumulation score in the table 4.6 the score between pre-test and post-test of experimental group was $58.32 < 79.42$. The students' speaking performance increased about 21.1. It indicated that there was significant progress after the treatment by using shadowing technique. Meanwhile, the pre-test and post-test score of control group was $58.88 < 64.99$. It means that the students' speaking performance increased about 6.11. It can be stated that the score of the two groups got progress, but the experimental group was higher than the control group ($21.1 > 6.11$). It can be concluded that shadowing technique was more effective in improving the students' speaking performance than the teacher-based technique.

Based on the data, the accumulation of post-test result in experimental group was higher than the control group if it was compared with the pre-test result of both groups ($79.42 > 64.99$). The researcher concluded that the data of post-test in experimental group as the final result gave significant improvement. It can be

summarized that the implementation of shadowing technique improved the students' speaking performance or the implementation of shadowing technique was more effective to improve the students' speaking performance than the teacher-based technique that currently used by the teachers of PIA Monginsidi Makassar in teaching speaking.

In this research, the researcher taught the students speaking for 6 meetings using shadowing technique. In the beginning of the research, the first meeting, the researcher explicitly taught students about shadowing technique in learning speaking. And during the treatments for 5 meetings the researcher implicitly asked the students to apply shadowing technique in learning speaking by applying the steps in shadowing technique that was proposed by Ware (2012) and Dong (2010:716) and added by the researcher. As the result of the treatment it showed that the mean score of the students' post-test in experimental group was higher than the students' post-test in control group and it was significantly different if it was compared with the control group ($79.42 > 64.99$). It was also proved by the significance test that p-value was lower than α ($0.02 > 0.05$), where the p-value was 0.00 at the level of significance 0.05 and the degree of freedom was 18.

There are two main reasons why the control group had also improvement after the treatment although it was not as significant as the experimental group. They are: (1) the students in the control group were given 6 meetings of treatment as in the experimental group, and; (2) the control group was treated based on the teacher-based

technique and her technique forced, facilitated and gave chance to the students to speak English and to express their ideas in every meeting.

Shadowing technique has some uniqueness or advantages which are presented in the following:

1) For the students

- a. Shadowing technique improved the students' speaking performance. Shadowing technique gave chance to all students to retell the content of shadowing materials and to give opinion and reasons. Moreover, it gave all the students more chance to speak for a long time in debate section.
- b. Shadowing technique motivated the students to speak English fluently. The students were motivated by the researcher before and after doing shadowing technique to speak English like the native speaker on MP3. Moreover, the researcher gave the students homework. The students were asked to do shadowing technique at home and they had to record their voice during shadowing process. As a result, they were confident to speak English fluently even though their speaking did not sound like the native speaker.
- c. Shadowing technique trained the students' mouth and tongue to pronounce every single word, phrases or sentences correctly. In every meeting, the students shadowed the material around one page, two pages or three pages.
- d. Shadowing technique motivated the students to reduce their anxiety in making mispronunciation. The students knew the pronunciation of some words that had

never been pronounced by the native speaker. The students directly listened to the pronunciation of words from the native speaker.

- e. Shadowing technique motivated the students to increase their self confidence to speak English fluently. By listening the native speaker and reducing mispronunciation by doing shadowing technique, it encouraged the students to speak English confidently like the native speaker and to avoid mispronunciation.
- f. Shadowing technique expanded the students' vocabularies. In every meeting, the researcher asked the students to open their dictionary to find the meaning of the unknown words and he helped the students to write 5-10 the meaning of unknown words in the whiteboard every meeting.
- g. Shadowing technique created language exposure. By giving the students shadowing materials with the MP3 and the websites, the students could repeat to shadow the last materials or other materials at home. Every time at home, the students could shadow the native speakers.
- h. Shadowing technique improved the students' listening comprehension. In shadowing technique, the students were listening and repeating directly what the speaker was saying on Mp3 by looking at or without looking at the script. Thus, the students' ears were trained to listen to the words, phrases or sentences pronounced by the native speaker.

2) For the researcher or the teacher

- a. Shadowing technique improved the researcher's speaking performance. During teaching process, the researcher shadowed the material together with the students,

he told the content of shadowing material and he gave opinion and his reasons as a summary in the last section of shadowing technique or in the next meeting of material review.

- b. Shadowing technique motivated the researcher to speak English nearly like the native speaker on MP3. Before motivating the students, the researcher should motivate himself to speak English nearly like the native speaker during preparation and training at home before teaching speaking in the classroom. Even though the researcher could not speak English like the native speaker, but at least he could speak fluently and avoid some mistakes dealing with ungrammatical sentences, wrong word choices and mispronunciation.
- c. Shadowing technique motivated the researcher to reduce his anxiety in making mispronunciation. The researcher knew the pronunciation of some words that had never been pronounced by the native speaker. He directly listened to the pronunciation of words from the native speaker.
- d. Shadowing technique motivated the researcher to increase his self confidence to speak English fluently. By listening the native speaker and reducing mispronunciation by doing shadowing technique, it encouraged the researcher to speak English confidently like the native speaker and to avoid mispronunciation.
- e. Shadowing technique expanded the researcher's vocabularies. Before he asked the students to find the meaning of the unknown words in the classroom during teaching speaking by implementing shadowing technique, he had found the meaning of all the unknown words in the shadowing material at home before he

went to teach the students. It helped him to comprehend the content of shadowing material and it was to anticipate the students' questions dealing with the meaning of the unknown words.

- f. Shadowing technique improved the researcher's listening comprehension. Before he taught in the classroom, he had shadowed first the material at home at least three times. It was expected that the researcher should shadow fluently as a model in front of the students during doing shadowing technique in the classroom together with the students.

On the other hand, based the students' interview results, shadowing technique has a disadvantage. Shadowing technique made the students to be bored if it was used every meeting. Even though shadowing technique was motivating technique to motivate the students to speak English fluently and actively but the researcher should not overuse it every meeting. The researcher should provide varieties of technique during teaching speaking in order to avoid the students' boredom. All interesting and motivating techniques could demotivate the students if the techniques were used in all meetings.

Even though the implementation of shadowing technique improved the students' speaking performance in terms of accuracy, fluency, and comprehensibility in the post-test but it does not mean that the students are perfect in speaking. Nobody can speak English perfectly without any mistakes dealing with grammar, word choice or pronunciation even though they are English teachers or native speakers. If the teachers want the students to speak English accurately, fluently and comprehensibly,

they should avoid direct correction in aspect of grammatical errors, lexical errors and mispronunciation. The teachers should ask the students not to be afraid of making mistakes in speaking English in order to encourage the students to speak English. During this research, the researcher did it and he did not give direct correction but he used to give indirect correction by repeating the sentences grammatically and by pronouncing the words, phrases and sentences correctly. There were some problems that students faced to speak English. They did not know how to pronounce the words or phrases correctly, they lacked vocabularies and they knew grammatical rules but they used to speak ungrammatically. As a result, the students still made mistakes in terms of accuracy, fluency and comprehensibility. Below are the explanations of each indicator of speaking and the students' deficiencies or mistakes made in speaking process.

a. The students' speaking accuracy

The implementation of shadowing technique in the experimental group obtained a better result than teacher based-technique in the control group in the students' speaking performance in terms of accuracy. It can be seen from the result of post-test in the students' speaking accuracy. However, it cannot be denied that some students of PIA Monginsidi Makassar in academic year 2013-2014 made some mistakes in terms of accuracy during the research. The accuracy covers correct pronunciation, correct grammar and correct word choice. The mistakes that the students made are presented in the following description:

1) Mispronunciation

Pronunciation is the way in which word is pronounced. Pronunciation is the most crucial aspect to be a good speaker. The speaker who has good pronunciation can be claimed as a good English speaker, and the speaker who has bad pronunciation can be claimed as a bad English speaker. The speaker can be claimed that he has standard pronunciation and correct pronunciation if he pronounces the words or phrases like the native speakers pronounce them. The listener will comprehend what the speaker is saying if the speaker has correct pronunciation. But, if the speaker mispronounces the words or phrases, the listener will not understand the speaker. Pronunciation error is different with grammatical and lexical error. If the speaker makes mistakes in grammar or word choice, the listener still can understand the speaker by analyzing the words, phrases or sentences that he has heard. There are three accents that the students can learn if they intend to learn pronunciation. They are American, British and Australian accent, but the researcher advises to learn American accent before other accents.

During this research, the researcher found that there were many students made mistakes in pronouncing some English words. They mispronounced the English words because they were influenced by the use of mother tongue. Moreover, they had not heard those words spoken by the native speakers through face-to-face interaction, television, radio or other media. If the students only listen to the Indonesian friends or Indonesian teachers, they do not guarantee to have good pronunciation because they sometimes make mistakes too. The students tend to imitate to pronounce the words

pronounced by the English teachers even though the teachers mispronounce them. To have good pronunciation, the students should practice the target language more often, they have to live and study in the country where the target language is spoken. But, if it is impossible to live in English country, the students can learn pronunciation by practicing to speak English to the native speakers in the tourism place, listening to native speakers through English movie and English news or other ways. In addition, if the students cannot create language exposure by living in English country, they may improve their speaking performance by doing shadowing technique.

Some mistakes that the students made when pronouncing the English words during pre-test, treatment and post-test are presented in the following:

1. Child

INCORRECT: tʃ ild

It should be “ tʃ aild”.

(It happened in treatment of experimental group.)

2. Culture

INCORRECT: ‘kultʊr

It should be “ ‘kʌ lʃ ə (r)”.

(It happened in treatment of experimental group.)

3. Important

INCORRECT: ‘impə tə nt

It should be “ im’pɔ :tnt”.

(It happened in treatment of experimental group.)

4. Crowded

INCORRECT: kraʊ d

It should be “ kraʊ did”.

(It happened in treatment of control group.)

5. Month

INCORRECT: mu:n

It should be “ mʌ nθ”.

(It happened in treatment of experimental group.)

6. Health

INCORRECT: hi:l

It should be “helθ”.

(It happened in treatment of experimental group.)

7. Do

INCORRECT: do

It should be “du:”.

(See appendix 14 of the speaker 3 in pre-test of experimental group.)

The researcher recommended that the teachers are not allowed to give direct correction to the students by saying “you made wrong pronunciation”. The best way to teach the students good pronunciation is by repeating the words correctly without saying “you made mispronunciation”. If the teachers give the students direct correction, the students will be speechless and they will hesitate to speak English because they are afraid of making mistakes and they are worried to be corrected by

the teachers. Thus, in teaching speaking by implementing shadowing technique the teachers should pronounce the English words correctly and they should give the students repetition without interrupting students' speaking or saying "you are wrong".

2) Grammatical Error

Grammar refers to the correct pattern or correct syntax of the sentence. Most grammatical errors that the students made during pre-test, treatment and post-test in terms of misuse of singular and plural noun, word order, concord, tenses and incomplete sentences. The students knew the rules theoretically but they used to speak ungrammatically. The grammatical errors that the students produced are presented in the following description:

1. The misuse of singular and plural noun

INCORRECT: There is so many pose.

It should be "There are so many poses".

(See appendix 14 of the speaker 3 in pre-test of control group.)

2. The misuse of word order

INCORRECT: Training paskibra

It should be "Pasibraka training".

(See appendix 14 of the speaker 2 in post-test of experimental group.)

3. The misuse of concord

INCORRECT: when I were child.

It should be "when I was child".

(See appendix 14 of the speaker 3 in pre-test of experimental group.)

4. Misuse of tenses

INCORRECT: when I in mood.

It should be “when I have good mood”.

(See appendix 14 of the speaker 1 in pre-test of experimental group.)

INCORRECT: When I bring it to my school.

It should be “When I brought it to my school”.

(See appendix 14 of the speaker 2 in post-test of control group.)

The researcher concluded that most of the students still need more practices to overcome their grammatical errors. The researcher recommended that the teachers can give grammatical correction in the end of class during the implementation of shadowing technique in teaching speaking. But, it is not allowed to correct the students' grammatical errors directly when the students are speaking. The teachers must not disturb the students when they are speaking because the students will be afraid of making mistakes and then they will be speechless. The teachers are recommended speaking or repeating the sentences grammatically if the students make grammatical errors in speaking in order to be good models for the students. The students tend to imitate the teachers to speak a little grammatically if the teachers give model for them.

3. The inappropriate word choice or lexical errors

Lexical error is the use of words with wrong diction or word class. The students made lexical errors because they did not know the diction of words and the word classes. The lexical errors that the students made are presented in the following:

1. INCORRECT: The R and B not the development.

It should be “The R and B is not modern”.

(It happened in treatment of control group.)

2. INCORRECT: shy cat

It should be “coy”.

(It happened in treatment of control group.)

3. INCORRECT: read

It should be “recite”.

(See appendix 14 of the speaker 3 in pre-test of experimental group.)

The researcher summarized that the teachers should correct the students' lexical Error in the end of class. If the students make lexical errors when they are speaking, the teachers are suggested simply repeating the correct diction or word class. The teachers are not allowed to correct the students during their speaking if the teachers think that lexical correction can make the students to be afraid of making mistakes and to be speechless. But, if the teachers are sure that lexical correction does not impede the students' speaking performance, the teachers can correct the students directly. Besides correcting the students, another alternative solution to overcome the students' lexical errors during teaching speaking by using shadowing technique, the teachers should provide shadowing materials that contain challenging words or unknown words for the students. It can train the students to look at the use of correct diction and the use of correct word class by looking at the pattern of the sentences in shadowing materials.

b. The students' speaking fluency

Fluency refers to the smooth of speech without unnatural pauses, fragmentary delivery and halting delivery. During this research, the researcher found that the students lacked English vocabularies and non-mastery of grammar in speaking that hindered them to speak English fluently. When they were speaking, they made too many pauses, fragmentary delivery, and halting delivery and they used to repeat the words several times. Those can influence the rhythm of their speaking to be unnatural speech. However, the implementation of shadowing technique was very effective to train the students to speak English fluently and naturally. In shadowing technique, the students were accustomed to listen to or to shadow the native speakers. By shadowing to the native speaker, the students were stimulated to speak English fluently like the native speaker. Moreover, in this technique the researcher gave the students 5-10 unknown words so that they could expand their vocabularies when they expressed their ideas. The students' inhibitions in speaking fluency are described in the following:

1. Unnatural pauses. It is a pause that the speaker makes in speaking when he wants to say something but he forgets the words, he does not know the words or he loses of the ideas or thought that he wants to express. The students made unnatural pauses and they used code switching and code-mixing. For example of unnatural pauses and code-mixing: e....e...terkadang. (See appendix 14 of the speaker 1 in pret-test of control group.) For example of unnatural pauses and code-switching: e... apa apa seberapa penting? Apa seberapa penting? E..e...e...e...menenangkan

diri apa? E...menenangkan diri? Menenagkan diri? Stay to relax. (It happened in treatment of control group.)

2. Fragmentary delivery. It is incomplete speaking because the speaker does not know what to say. For example: disturb...

(See appendix 14 of the speaker 2 in pret-test of experimental group.)

3. Halting delivery. It is a stop of talking because the speaker does not know what he will say. For example: is...

(See appendix 14 of the speaker 1 in pret-test of control group.)

4. Repeating word. It is a word repetition that the speaker almost always repeats the same word all the time to get what to say. For example: Maybe I like...I like

(See appendix 14 of the speaker 1 in pret-test of control group.)

c) The students' speaking comprehensibility

Comprehensibility is the ability of the listener to understand what the speaker is saying. During this research, the researcher found that some students still lacked comprehensibility. It is caused by lack of students' English vocabularies and non-mastery of grammar in speaking. They could not catch the researcher's intention when the researcher asked questions to the students, they misunderstood or misinterpreted the words, phrases or sentences. Whereas, when the students spoke English to researcher, the researcher could not catch what they were saying because their speaking was not comprehensible. The students made mispronunciations, lexical errors or grammatical errors so that the researcher misunderstood or misinterpreted.

2. The Students' Motivation

The data of the students' interval score based on the motivation scale in the table 4.7 shows that 9 students gave high respond and only one student gave moderate respond towards the implementation of shadowing technique. It indicated that the implementation of shadowing technique motivated the students to speak English. Table 4.8 shows that the mean score of the students' motivation was 84.70 which was categorized as high motivation with the interval score 22-110 and the standard deviation was 9.78. Based on the mean score and the standard deviation above, the researcher concluded that the implementation of shadowing technique in teaching speaking motivated the students to speak English.

It was also supported by the data from interview that all the students stated that shadowing technique motivated them to speak English. They stated that from shadowing technique they knew the pronunciation of the words that they did not know before. Shadowing technique motivated them to decrease anxiety in making mispronunciation to speak English and it motivated them having self confidence to speak English fluently like the native speaker. In addition, shadowing technique increased their vocabularies. Most of the students agreed about shadowing technique to be applied by the teachers in teaching speaking at PIA but the teachers should not use that technique every meeting because the students would be bored. They suggested that the teachers may apply shadowing technique in teaching speaking at PIA only for once a month.

CHAPTER V

CONCLUSION AND SEGGESTION

In this chapter the researcher presents the conclusion and suggestion. The conclusion deals with the result of this research while the suggestion deals with the researcher's expectation to the readers, students, teachers or other researchers.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher took some conclusions which are presented in the following:

1. The implementation of shadowing technique in teaching speaking class improved the speaking performance of the students of PIA Monginsidi Makassar. It was proved that the mean score of the students' pre-test to post-test in the experimental group using shadowing technique improved from 58.32 to 79.42 and the mean score of the students' pre-test to post-test in the control group using teacher-based technique improved from 58.88 to 64.99. It means that there was higher improvement in the experimental group than in the control group. That is $79.42 > 64.99$.
2. The implementation of shadowing technique motivated the students to speak English. The mean score of the students' motivation was 84.70. It was categorized as high motivation to speak English. It was also supported by the data from the

students' interview that all students stated that shadowing technique motivated them to speak English.

C. Suggestion

Based on the conclusion, the researcher recommended the following suggestions for readers, students, teachers and other researchers:

1. The researcher strongly suggested to the teachers of PIA that teaching speaking through shadowing technique be continually implemented to the students of PIA Monginsidi Makassar and all branches in order to improve the students' speaking performance which was proved that the mean score of the students' speaking performance increased 12 scores ($58.32 > 79.42$) and to motivate them to speak English which was proved that the mean score of the students' motivation was 84.70 which was categorized as high motivation to speak English.
2. The researcher also suggested to other teachers at schools or English courses or English lecturers at universities to implement shadowing technique in teaching speaking particularly for the students who have basic speaking skill and grammar mastery.
3. The researcher suggested that all readers, students, and teachers do shadowing technique at home as a self study in order to improve speaking performance. In improving accuracy, fluency and comprehensibility all readers, students, and teachers may implement the steps of shadowing technique in this study in self study or in improving fluency only they can simply listen and repeat directly what

the speaker is saying on video, CD or MP3 by looking at or without looking at the script in the books or articles.

4. The researcher recommended all readers to use shadowing technique to improve the students' speaking performance in regard to accuracy, fluency and comprehensibility but he specified that shadowing technique worked best in improving the students' fluency.
5. The teachers should teach speaking by implementing shadowing technique to the students in the laboratory that provides computers or laptops, headphones, speakers or other facilities.
6. The researcher recommended the future researchers to carry out in similar teaching technique in order to make perfect its steps in improving the students' speaking performance and in order to motivate the students to speak English fluently.

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Appendix 1. Curriculum Vitae



HAMZAR is an Indonesian student. He was born on August 29, 1987 in Barru, Province of South Sulawesi. He was born as a Buginese but he lives in Jeneponto with his lovely parents, Ratang Hanapi and Hasniati. He is the first child from two siblings, Pirawati and Rivai Gading. He spent his childhood studying in Elementary School of Pa'rasangeng Beru, Jeneponto from 1994 to 2000 and he continued to Islamic Boarding School of DDI Nurussala Lassa-Lassa, Gowa from 2000 to 2003.

He got back to Jeneponto to pursue his study in 01 Senior High School of Binamu, Jeneponto from 2003 to 2006. After graduating, he decided to continue his tertiary education in UIN Alauddin Makassar majoring in English Education. Throughout his study, he was actively involved in some organizations, namely HMI, HPMT, CEC and BPEC. He obtained his Bachelor Degree in English Education of UIN Alauddin Makassar in 2010. He had taught English at JILC, PIA, MECS and Elementary School of Bakti Luhur. He continued his Master Degree at State University of Makassar still majoring in English Education in 2011. He reached his Master Degree in English Education at State University of Makassar in 2014.